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ABSTRACT

The purpose of the survey was to obtain information to prepare a profile of state testing programs. One section of the report summarizes the data on the 42 testing programs that were operating in 33 states during the 1972-73 school year. This summary tabulates the findings of eight major areas covering all the questions asked during the interviews, including: purposes of programs; management aspects; population tested; instrumentation; data collection and processing; norms; dissemination; and prospects for the future. Detailed program descriptions for each state are presented in the second section. Finally, the two appendices present an item by item response summary across states and programs and a copy of the interview guide. (MP)

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TM 003 397

STATE [redacted] TESTING PROGRAMS

1973 REVISION

TWENTY-FIFTH ANNIVERSARY ETS

STATE TESTING PROGRAMS

1973 REVISION

Educational Resources Information Center Clearinghouse on Tests, Measurement and Evaluation
and Office of Field Surveys at Educational Testing Service
in collaboration with Conference of Directors of State Testing Programs

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FOREWORD

The forerunner of this publication appeared in 1968. The need for a publication summarizing the activities of the many state testing programs first surfaced at meetings of the Conference of Directors of State Testing Programs. This group has always had an intense interest in what is happening in other states. It was only natural that the directors would express a need for a publication describing the many and varied testing programs found in states throughout the nation, both for their own use and for a wider audience.

ETS agreed to undertake the task. The 1968 version represented the first time that the many state testing programs were described in a single publication. Paging through this volume one is impressed with the tremendous amount of painstaking work devoted to its development.

But things change and evolve with time—even state testing programs (despite what some of our critics may say). A committee of directors recommended that a new version should be developed. The Office of Field Surveys at ETS gathered the data and prepared the copy. The ERIC Clearinghouse on Tests, Measurement and Evaluation at ETS provided some of the financial support.

Speaking for the Directors of State Testing Programs and the many others who will find this publication a very helpful reference, I want to express our thanks to ETS and ERIC/TM for their fine work in producing this edition.

Minneapolis, Minnesota
November 1973

Gary Joselyn

Committee on Revision of
the Survey of State Testing Programs

E. Gary Joselyn, University of Minnesota (Chairman)
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PREFACE

State testing programs have contributed to a large extent to establishing and maintaining quality educational programs in the various states for many years. The information they provide serves not only to monitor the progress of individual students, but also to identify strengths and weaknesses in a state's educational program. Thus, state testing programs provide vital assistance both to teachers and administrators in their attempts to assess the effectiveness of their efforts to provide better education for our children.

The annual meetings of the Conference of Directors of State Testing Programs provide an opportunity for the exchange of ideas among its members on new tests, on techniques for administration of programs, on scoring and reporting procedures, on interpretation of results and on dissemination of information to various interested publics. The first of these publications was prepared by Educational Testing Service (ETS) and released in 1968, as a supplement to the information derived from their discussions.

The present revision brings descriptions of the various state testing programs up to date. It was prepared by the Office of Field Surveys and the ERIC Clearinghouse on Tests, Measurement and Evaluation at Educational Testing Service, in collaboration with the Conference of Directors of State Testing Programs.

On the basis of our experience with the earlier edition, we fully expect that interest in this publication will extend beyond the directors of state testing programs to include other members of the educational community and government officials. It is our hope that all groups will derive information from the report which will aid them in improving the quality of the educational process in their communities.

The successful completion of this project was made possible through the assistance of many individuals outside of our own organization. We are particularly grateful to:

- The individuals whose names appear at the end of each state report, who provided the basic data for the survey.
- Charles Hoover, Director of ERIC at the National Institute of Education, for approving the use of the resources of the ERIC Clearinghouse on Tests, Measurement and Evaluation.
- Dr. Gary Joselyn, chairman, and other members of the Conference of Directors of State Testing Programs for their encouragement and assistance in carrying out and disseminating the results of the project.

Princeton, New Jersey
November 1973

William W. Turnbull, President
Educational Testing Service

AN OVERVIEW OF THE SURVEY FINDINGS

Richard O. Fortna and Eleanor V. Horne

Introduction

The purpose of the survey was to obtain information to prepare a profile of state testing programs. Because changes are always being made, many of the facts presented in this report may be outdated in a matter of months. Therefore, the entire survey should be viewed only as a picture of what was reported about 1972-73 programs and what was planned as of Spring/Summer 1973. Because so many changes were anticipated by so many of the programs we hope to be able to repeat this type of survey periodically to keep the information as current as possible.

In the next section we shall describe the procedures used in carrying out the survey. In the last section we shall summarize and discuss the findings of the survey.

The Survey Procedures

The information obtained by this survey was gathered mainly by means of telephone interviews. Initial contact was made by a letter addressed to an individual in each state (usually in the state education agency) who appeared most likely to be able to give us the information we needed. A follow-up telephone call confirmed the appropriateness of our selection of the individual, and set a date and time for an in-depth telephone interview. Prior to the date of the interview, the person identified was provided a copy of the Interview Guide[1] and, when requested, a copy of the state's program description from the 1968 publication, *State Testing Programs: A Survey of Functions, Tests, Materials and Services.*[2]

The telephone interviews were completed between June and the early part of August. Each interviewer completed the guide and tape recorded the interview. Some states were not willing to describe their assessment programs as testing programs . . . others were; therefore in conducting the interviews no attempt was made to restrict the definition of a state testing program or to go beyond what state personnel were willing to describe as their testing program. Following the interview the state descriptions were prepared in standard style. Copies of these descriptions were sent to the individual interviewed for approval or revision. The approved summaries are presented state-by-state in the main body of this report.

[1] *State Testing Programs Interview Guide* (Princeton, N.J.: Educational Testing Service, 1973).

[2] *State Testing Programs: A survey of functions, tests, materials and services* (Princeton, N.J.: Educational Testing Service, 1968). (TM 003 001)

In addition, each interviewee was asked to submit program publications which could be used as reference materials. To insure availability, these materials have been submitted for inclusion in the ERIC system. These documents have been assigned a "TM" or ERIC clearinghouse accession number. All will eventually be given an ERIC document (ED) number by which they must be ordered. Copies of these documents may be purchased after November 1973 from the ERIC Document Reproduction Service (EDRS), P.O. Drawer O, Bethesda, Maryland 20014. Specific information on how to order these documents may be obtained from any current issue of *Research in Education*, ERIC's monthly abstract journal.

Summary of Findings

This section summarizes data on 42 testing programs that were operating in 33 states during the 1972-73 school year. Although there are more than 42 program descriptions in the state-by-state section, we omitted from the analysis those which were planned for future years or which offered only a scoring and reporting service.

The District of Columbia, Puerto Rico and the Virgin Islands are in this survey and reported with the states; therefore, the total number of states in the survey is 53. States having programs are listed below. Multiple programs are indicated by a number in parentheses after the state name.

Alabama	Illinois	North Carolina
Arizona	Iowa (2)	North Dakota
Arkansas	Kansas	Puerto Rico (2)
California	Massachusetts	Rhode Island
Colorado	Minnesota	South Carolina
Delaware	Mississippi	South Dakota
District of Columbia	Nebraska	Tennessee
Florida (2)	Nevada	Texas
Georgia	New Jersey	Virginia
Hawaii	New Mexico	Virgin Islands
Idaho	New York (7)	West Virginia

The summary which follows is arranged in eight major areas covering all questions asked during the interviews. We rearranged some sections to make our discussion more meaningful. Question numbers after section titles refer to the Interview Guide.[3]

[3] *State Testing Programs Interview Guide* (Princeton, N.J.: Educational Testing Service, 1973).

1. *Purposes of Programs and Use of Data* (Questions 2, 19, 20, 21, 22)
   What are the major purposes of the program? How are the results of the program being used? What efforts are undertaken to assist local interpretation and use of program results? Who provides this help? For whom is this assistance provided?

2. *Management Aspects of Programs* (Questions 3, 4, 5)
   Who determines program policy? What agency coordinates the program statewide? How are the activities of the coordinating agency funded?

3. *Population Tested* (Questions 6, 7, 8, 9)
   In what grades is the program administered? Is school participation required? What percent of eligible schools were included last year? How many students were tested last year?

4. *Instrumentation* (Questions 10, 11, 12, 12a, 13, 14)
   What tests are used in the program? What cognitive and non-cognitive areas are assessed? Were any measures tailor-made or revised for use in the program? Who developed these tailor-made tests? Who selected the tests used in the program?

5. *Data Collection and Processing* (Questions 15, 16, 17)
   What months of the school year are the tests administered? Who is responsible for giving the tests? Who is responsible for scoring?

6. *Norms* (Question 18)
   What types of norms are used?

7. *Dissemination* (Questions 23, 24, 25, 26)
   What kinds of reports are prepared? Who prepares the reports? Who receives a copy of the program reports?

8. *Prospects for the Future* (Questions 27, 28)
   What elements of your program are most likely to change in the near future? What are the major problems related to the program?

The tabulations presented in each of the eight sections which follow were prepared from the responses to questions in the Interview Guide. (See Response Summary, Appendix B.) In almost every instance, more than one response could be given in answering a question. For example, only seven state programs listed but one purpose. Eleven programs listed three, ten programs listed four purposes, and so on. (See Response Summary, question number two.) Therefore, one should not expect the tables to total either to the number of programs or the number of states.

1. *Purposes of Programs and Use of Data*

The data in this section was derived from questions 2, 19, 20, 21, and 22 of the interview guide. Following each question is the number of programs and states responding.

Question 2. What is the major purpose of the program?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. Instructional evaluation	27	23
2. Identification of individual problems and talents	23	19
3. Guidance	22	20
4. Provide data for a management information system	14	14
5. Placement and grouping	14	13

Question 19. How are the results of the program used?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. Instruction	28	24
2. Program evaluation	26	22
3. Program planning	26	23
4. Guidance	23	22
5. Comparative analysis across schools	14	13

Note the similarity of purposes and uses. Instructional evaluation was the most frequently mentioned purpose. Instruction, program evaluation and program planning were cited most frequently as uses. While there are a few exceptions—programs where purposes cited and uses mentioned do not agree—across all programs the uses are generally consistent with purposes cited.

The most frequent combination of purposes was the following: instructional evaluation, guidance and identification of individual problems and talents (13 programs in 13 states). The most frequent combination of uses was: instruction, comparative analysis across schools, guidance, program planning and program evaluation (mentioned by six programs in six states).

Question 20. What efforts are undertaken to assist local interpretation and use of program results?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. Workshops	31	30
2. Consulting	26	25
3. Publications	24	21
4. Audio-visual aids	11	11
5. Nothing	5	2

Question 21. Who provides this help?
(37 programs in 33 states responding)

	PROGRAMS	STATES
1. State Education Agency	30	28
2. Test publisher	10	10
3. College or university	10	8
4. Local education agency	6	6
5. County or district education agency	5	5
6. Consultant/contractor	2	2

Question 22. For whom is this assistance provided?
(37 programs in 33 states responding)

	PROGRAMS	STATES
1. Administrators	32	29
2. Classroom teachers	26	25
3. Guidance counselors	25	25
4. School boards	10	10
5. Community groups	8	8
6. PTA	6	6
7. Students	5	5

Most states provide some sort of assistance to local schools to help them with the interpretation of program results. Responses to the next three questions indicate what is done, who provides the help, and for whom the help is provided.

Seven state programs provide all four kinds of service for local school personnel: workshops, consulting, publications, and audiovisual aids. Five programs provide no help with interpretation. Three of these five are for individuals not enrolled in school--candidates for a high school equivalency diploma or college credits. Two of the programs are for classroom teacher use only.

With the exception of one state program, the state education agency and the college or university are the only two agencies providing services to schools on their own. Any time a test publisher, local education agency, county or district education agency, or consultant/contractor is mentioned it is always cited in combination with a state education agency or the college or university responsible for the program.

It is interesting to note that relatively little assistance in the interpretation and use of the program results is provided for the nonprofessional members of the community.

2. *Management Aspects of Programs*

Information in this section was obtained from questions 3, 4, and 5.

Question 3. Who determines program policy?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. State Board of Education	21	15
2. State Education Agency	16	15
3. Advisory council	10	10
4. Chief State School Officer	9	9

A single agency is mentioned as responsible for program policy in 24 programs in 16 states. In this group, the most frequently mentioned are the state board of education (10 programs in 4 states), the state education agency (6 programs in 5 states), and some type of advisory council (4 programs in 4 states). Two other programs in one state claimed that the university was responsible for program policy. In the other two programs, each in a different state, one attributed program policy to the state legislature; the other, the Chief State School Officer. The advisory councils were usually formed by some combination of representatives from school systems--i.e., teachers, guidance counselors, administrators; college and university faculty members; and various departments of state education agencies.

Question 4. What agency coordinates the program statewide?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. State Education Agency	35	28
2. College or university*	7	5

*One program in one state does make some use of SEA.

Generally, divisions or departments of state education agencies which administer programs represented some combination of the following three: planning, evaluation and research (mentioned by 11 programs in 11 states). Pupil personnel services or guidance departments were involved in nine programs in nine states.

Question 5. How are the program activities of the coordinating agency funded?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. State monies	29	23
2. ESEA Title III monies	17	16
3. Other federal monies	9	8
4. School or school district monies	5	4
5. Other	3	2

Sixteen programs in 10 states are funded solely by state monies. The combination of state and federal funds was noted by 12 programs in 11 states. Federal funds were the sole source of funding in nine programs in nine states.

3. *Population Tested*

Information in this section was obtained by looking at the responses to questions 6, 7, 8, and 9. Only two tabulations are presented; both deal with grades tested. Responses to the other three questions (school participation, percentage participating and the number of students tested) are summarized in the text.

The "Other" category represents two high school equivalency testing programs and one program offering tests for college credit. Only one state reports testing in kindergarten.

Responses to question 6 were used to determine the number of grades tested.

Seventeen states, over half, test in only one or two grades.

Question 6. In what grades is the program administered?
(42 programs in 33 states responding)

GRADE	PROGRAMS	STATES
12	11	8
11	15	13
10	7	5
9	15	11
8	16	16
7	7	7
6	12	12
5	8	8
4	13	13
3	9	9
2	3	3
1	5	6
K	1	1

Question 6. How many different grade levels are tested?
(All 33 states with programs included)

NUMBER OF GRADES	STATES
1	8
2	9
3	4
4	4
5	2
6	3
7	0
8	0
9	2
10	0
11	0
12 (All but K)	1
13	0

In this section, questions were also asked about program participation. Sixteen programs in 15 states reported that school participation was required. Participation of schools is voluntary in 26 programs in 21 states. One state reported that student participation was voluntary. In most states conducting voluntary programs, between 70-90 percent of all eligible schools participate.

Interviewees were also asked to record the number of students tested during 1972-73. The range of responses for programs was 5,800 to 1,625,000. By state the range was 5,800 to 2,104,000. The total number of students tested in all programs during that period was over seven million.

4. *Instrumentation*

This section was based upon responses to questions 10, 11, 12, 12a, 13, and 14. Test use was obtained by responses to question 12a of the *Interview Guide*.

There is a great deal of similarity between what is tested at the elementary level (kindergarten through grade 8) and the secondary level (grade 9 and beyond). The next tabulation was derived from question 10. It

Question 10. Which of the following cognitive areas are being tested?
(41 programs in 32 states responding)

	PROGRAMS	STATES
1. Mathematics	36	30
2. Reading	32	30
3. Language skills	27	22
4. Natural science	25	21
5. Social science	22	18
6. Aptitude	20	20
7. Study skills	9	8

shows how frequently an area is tested at the two levels. States did not report elementary and secondary programs separately. For purposes of analysis, we tallied the two separately. For example, if a state reported that grades 3 and 10 were tested, we tallied this as "one" elementary and "one" secondary program. Therefore, the number of programs and states in the two categories does not sum to 42 programs and 33 states.

Question 10. Which of the following cognitive areas are being tested?
(41 programs in 32 states responding)

	ELEMENTARY		*SECONDARY*	
	28	28	30	24
	PROGRAMS	STATES	PROGRAMS	STATES
1. Reading	28	28	21	19
2. Mathematics	27	27	24	21
3. Language skills	18	18	20	17
4. Natural science	14	14	18	15
5. Aptitude	13	13	12	12
6. Social science	11	11	17	15
7. Study skills	7	7	2	2

With two exceptions all programs which test aptitude also test one or more subject areas. There was only one program in which achievement tests were not used; an aptitude test was sufficient for achieving the program's purpose.

Some of the subject areas tested form constellations which are fairly consistent across states and programs. Reading, mathematics, and language skills testing is a very common pattern occurring in 24 programs in 22 states. This core plus one other area forms a recognizable pattern in at least one third of the states. The core areas plus natural science is used in 15 programs; aptitude plus the core in 14; and social science plus the core in 11.

The information in this tabulation was derived in the same manner as the preceding one. The number of programs and states does not sum to our real total because of the artificial dichotomy we created.

Question 11. Which of the following noncognitive areas are being tested?
(9 programs in 9 states responding)

	ELEMENTARY		*SECONDARY*	
	6	6	5	5
	PROGRAMS	STATES	PROGRAMS	STATES
1. Attitudes toward school	5	5	2	2
2. Self-concept	4	4	1	1
3. School plans and aspirations	2	2	1	1
4. Interests	1	1	4	4
5. Biographical data	—	—	2	2

Thirty-two programs in 22 states do not test noncognitive areas. Nine programs in nine states do. There is almost an even split between elementary and secondary programs testing noncognitive areas; however, there is little agreement between the rank order of the areas tested at the elementary and secondary level.

Question 12a. What tests are used in the program and at what grades?
(28 programs in 28 states responding)

		GRADES											
TESTS	STATES	1	2	3	4	5	6	7	8	9	10	11	12
1. Differential Aptitude Tests	7								1	4		2	
2. Comprehensive Test of Basic Skills	6				1	1	1	1	3				1
3. Iowa Tests of Educational Development	6									3	1	4	2
4. Iowa Tests of Basic Skills	5	1	2	1	3	3	3	2	3	1			
5. SRA Achievement Series*	5				2	1	1	1	2				
6. California Achievement Tests	4	1	1	1	2	2	1	1	3	1	1	2	1
7. School and College Ability Tests	4				2		1		2	1	1	2	

*Includes one test listed as the SRA Survey.

A variety of instruments is used in state testing programs. No single test or test series occupies a dominant position. Some of the measures are purchased "as is" from the test publisher; others are revised for use in the programs; and some are developed from scratch specifically for use in a particular program.

Of 41 programs in 32 states, 20 programs in 20 states use only tests purchased "as is" from test publishers. Thirteen programs in seven states use only tests which have been tailor-made, and in eight programs in eight states, a combination of purchased tailored, or revised measures is used.

In determining which tests available from publishers are most frequently used in state testing programs, only instruments prescribed for use were tallied. Tests which may be administered at the discretion of the local education agency were not included because the data did not reveal whether optional tests were administered, the frequency with which the tests were administered, or the grades in which they were used.

Question 14. Who selected the tests used in the program?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. State Education Agency	27	21
2. Committee of professionals from various fields	14	12
3. Committee of college and university personnel	7	6

The state education agency is most frequently mentioned as having the responsibility for instrument selection. It is reported that in 15 of the 27 programs in nine of the 21 states, the state education agency is solely responsible for test selection.

Question 13. Who developed these tailor-made tests?
(21 programs in 13 states responding)

	PROGRAMS	STATES
1. State Education Agency	13	8
2. Committee of professionals	8	3
3. College or university	5	5
4. Test publisher	5	4
5. Outside contractor	4	4

Responses to question 13 show who developed the tailored or revised measures. In almost one-half of the programs using these tests, a single agency is cited as having sole responsibility for their development. The state education agency is cited in three programs in three states. College and universities, test publishers, and outside contractors are each credited in two programs in two states.

5. *Data Collection and Processing*

The information in this section was summarized from questions 15, 16, 17, and 18.

Question 15. What months of the school year are the tests administered?
(37 programs in 28 states responding)

	PROGRAMS	STATES
September	15	13
October	20	16
November	8	7
December	4	4
January	7	6
February	5	4
March	4	4
April	13	12
May	10	9
June	6	3
July	2	2
August	4	2

Question 15. What months of the school year are the tests administered?
(42 programs in 33 states responding)

	PROGRAMS	STATES
Fall	31	26
Winter	9	7
Spring	21	19
Summer	7	3

Question 15 elicited multiple responses from most programs. While 16 programs reported testing in only one month, 26 programs reported testing in two or more months.

Five programs in 5 states reported only "fall," "mid-winter," or "spring" as the time of testing; therefore, these programs are excluded from the monthly tally. All programs are included in the "season" tally.

The most frequently mentioned period of the school year for testing was fall. Thirty-one programs in 26 states mentioned this as the period of testing. The most frequently mentioned month of testing was October. Spring testing was mentioned by 21 programs in 19 states. The most frequently mentioned month during this period was April. Winter testing was mentioned by only nine programs in seven states. Five programs in two states, all for nonschool populations, report testing during July and August; these programs are for high school equivalency.

Question 16. Who is responsible for giving the tests, inventories, etc., for the program?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. Classroom teachers	21	17
2. Guidance counselors	15	15
3. School administrative staff	9	9

For 10 programs in nine states the administration of tests could not be categorized since it was reported that this decision was made at the local level. We can only assume that in these cases the job of test administration was assigned to classroom teachers, guidance counselors, or school administrative staff.

Ten programs in six states indicated that only classroom teachers are used to administer the program tests. Guidance counselors were mentioned as the sole administrators in only four programs in four states.

Five programs in five states report that two agencies score program tests. Usually, one agency scores one test used in the program; the other scores a different test. Where only one agency is listed as the organization providing scoring services, we find that test publishers are mentioned in 11 programs in 11 states, contractors by nine programs in eight states, state education agencies in seven programs in five states, and colleges or universities by six programs in six states.

Question 17. Who is responsible for scoring the tests?
(42 programs in 33 states responding)

	PROGRAMS	STATES
1. Test publisher	15	15
2. Outside contractors	11	10
3. State Education Agency	9	6
4. College or university	7	7
5. Local schools or school districts	3	3
6. Classroom teachers	3	1

6. *Norms*

Information in this section was derived from question 18. With the exception of three programs in two states, norms of some kind are produced.

Question 18. What types of norms are used?
(41 programs in 33 states responding)

	PROGRAMS	STATES
1. State	33	27
2. National	21	20
3. Local	20	19
4. Regional	7	7
5. County	4	4

Eleven programs in 10 states use only the three set combination of local, state and national norms. The only type of norm mentioned that was not used in combination with any other was state norms. Seven programs in six states use only state norms.

7. *Dissemination*

Information in this section was summarized from questions 23, 24, and 25.

Question 23. What kinds of reports are prepared?
(40 programs in 33 states responding)

	PROGRAMS	STATES
1. School summaries	33	31
2. State summaries	30	28
3. Student summaries	28	25
4. School system summaries	24	24
5. Class summaries	20	19
6. County summaries	9	8

The three set combination of school summaries, state summaries and student reports is used by 20 programs in 19 states. Two programs provide a transcript service to candidates so that score reports are available upon request. Two programs indicated they do not prepare reports. In both cases the programs are intended for instructional evaluation, one at the classroom level by the classroom teacher, the other at the school level. No data from these programs is submitted to the state education agency. One state reports that a magnetic computer tape of the program results is made available for research use.

Question 25. Who prepares the reports?
(40 programs in 33 states responding)

	PROGRAMS	STATES
1. State Education Agency	29	24
2. Test publisher	11	11
3. College or university	8	7
4. Outside contractor	4	4

Reports are generally prepared by the state education agency, either alone or in association with test publishers, colleges or universities, or some outside contractor/consultant.

In 17 programs in 13 states the reports are prepared by the state education agency. Three programs in three states report that the local education agency or the local school is involved in producing the reports without the help of any other agency.

Question 24. Who receives a copy of the program reports?
(40 programs in 33 states responding)

	PROGRAMS	STATES
1. Schools	31	28
2. School districts	27	25
3. State Education Agency	23	21
4. Students	20	14
5. Principals	17	16
6. State Board of Education	16	16
7. Teachers	15	14
8. Colleges or universities	12	11
9. Newspapers	11	11
10. Governor or Legislature	8	8

Only seven programs in seven states report that parents are given reports of results and only six programs in six states distribute reports to the general public . . . most often only upon request. Tying this with the information from question 22, one can conclude that little assistance in the interpretation and use of program results is provided for nonprofessional members of the community *and* the results of programs are not often shared with these individuals.

8. *Prospects for the Future*

The information in this section was summarized from questions 26, 27, and 28.

Question 27. Are there major problems related to the program?
(23 programs in 20 states responding)

	PROGRAMS	STATES
1. Funding	11	11
2. Use of results	5	5
3. Local education agency acceptance	4	4
4. Lack of staff	3	3
5. Scoring and data processing	3	3

No problems are reported by 19 programs in 13 states. Responses to question number 27 show the areas most frequently cited as problems in the remaining 23 programs in 20 states.

Sixteen different areas were listed as problems. However, there is little consistency from program to program. Funding was mentioned as the only problem in 5 programs in 5 states.

Question 26. Which of the following elements in your program are most likely to change in the near future?
(29 programs in 26 states responding)

	PROGRAMS	STATES
1. Tests	19	19
2. Areas assessed	18	18
3. Funding	10	10
4. Target population	10	10
5. Dissemination	10	10
6. Data processing procedures	9	9
7 Use of data	9	9
8. Goals of testing program	8	8
9. Interpretive materials	7	7

Ten programs in five states mentioned that no changes are expected in the near future. Responses to question number 26 show the areas most frequently cited by the remaining 32 programs in 28 states. Three programs in three states responded that the programs are constantly changing to meet the needs of the state education agency or local schools. These programs did not list any specific changes. Only three of the programs which reported that funding is a problem also report that funding is an element that may be changed.

All tables in this section were derived from the state-by-state Response Summary which we prepared and which is included in Appendix B, pages 52-59. This chart is provided to assist those who wish to go into more detail or replicate what we have provided. Obviously, we could not tabulate and discuss all possible combinations within or across categories. We had neither the time nor space to do so.

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4. *State Educational Assessment Programs.* Princeton, N.J.: Educational Testing Service, 1971. (ED 056 102)

ALABAMA

Purpose—The major purposes of the Alabama State Testing Program are guidance, identification of individual problems and talents and instructional evaluation.

Policy—The State Education Agency determines program policy.

Administration—Pupil Personnel Services coordinates the program statewide. Funding is provided by ESEA Title III and the state.

Population—In 1972-73 approximately 165,000 students in grades 4, 8 and 10, were tested. Although participation was not required it was encouraged and 98 percent of the public schools participated.

Instrumentation—Aptitude, English, mathematics and reading were tested. The *California Short-Form Test of Academic Aptitude* and the *California Achievement Tests, 1970 Edition* were used to measure these areas at each of the three grade levels. The tests were chosen by the State Education Agency and a committee of teachers, principals and guidance counselors appointed by the State Superintendent of Education.

Data Collection and Processing—The tests are administered to grade 8 in September and to grades 4 and 10 during April or May by classroom teachers and guidance counselors. The State Education Agency is responsible for scoring the tests. Local, state and national norms are provided.

Use of Data—Program results will be used for instruction, guidance and program evaluation. The State Education Agency provides workshops and consultations to aid classroom teachers, guidance counselors and administrators interpret the results.

Dissemination—The State Education Agency prepares state, school system and school summaries which are sent to the schools and school districts.

Future—In the future the use of data and dissemination of results will be expanded.

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ALASKA

Introduction—This program has not yet become functional because of a lack of funding. All statements refer to the proposed program.

Purpose—The primary objective of the Alaska Assessment Program is instructional evaluation and improvement. Other purposes are to assess cognitive development and educational needs, to measure growth and influences on learning, to provide data for management information and planning-programming-budgeting systems and to establish statewide educational objectives on the basis of individual community or district needs.

Policy—Each community, with the State Department of Education, helps determine program policy.

Administration—A student assessment section will be formed within the Research, Planning and Information Division of the State Department of Education to coordinate the program statewide.

Population—It has not been determined which grades will be tested. Participation will be required.

Instrumentation—The areas tested will be English, reading and mathematics. Eventually the program will be expanded to include the vocational and affective areas. Tailor made tests will be jointly developed by the State Education Agency, consultants and outside contractors. The Center of Northern Educational Research at the University of Alaska will be responsible for quality control. A contractor has not been chosen to develop the tests.

Data Collection and Processing—The tests will probably be administered in November and May. School

administrative staff and classroom teachers are responsible for giving the tests. Outside contractors or the SEA will be responsible for scoring the instruments. Local and state norms will be provided and, if needed, special group norms will be developed. The "model of reasonable expectation" will be based on the prior year's performance of the same age group of that locale, or of the same student from the previous year.

Use of Data—Program results are used for instruction, program planning and evaluation, identification of exemplary programs, budgeting, public relations and, to a degree, guidance. Extensive efforts in the form of workshops and consultations will be undertaken by the State Education Agency and test publisher to assist classroom teachers to interpret and use program results.

Dissemination—State, school system, school, student and regional summaries as well as public information reports will be prepared by the State Education Agency and sent in whole or part to newspapers, the State Board of Education, school districts, schools, students, parents, principals, teacher organizations, teachers, the Governor and the Legislature.

Future—As soon as funding is available the program will proceed.

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ARIZONA

Purpose—The major purpose of the Arizona Grade Three Testing Program is the assessment of reading achievement status.

Policy—Program policy is determined by the State Board of Education.

Administration—The Planning and Evaluation Division of the Department of Education coordinates the program statewide. Program activities are funded by state legislative apportionment.

Population—All third grade students (excluding "Special Education") are required to participate in the program. In 1972-73 approximately 36,000 students or 100 percent of the grade 3 students enrolled in public schools participated.

Instrumentation—Reading is the only area tested. The State Board of Education has selected two tests for use in the program. During the 1972-73 year a form of the *Metropolitan Achievement Tests*, Primary II was used. The test publisher revised the test by adding a third reading section. In 1973-74, Arizona will use a shortened version of the *Stanford Achievement Test*. The publisher prepared a special edition of the test consisting only of the reading portion of the original test and adding a listening-comprehension section.

Data Collection and Processing—During the 1972-73 year the test was administered during the last week in January. Measurement Research Center (MRC) scored the tests. During the 1973-74 year the test was administered during the first week of October. National Computer Services (NCS) has the responsibility for scoring. Classroom teachers give the test. Local, county, state, and national norms are provided.

Use of Data—The data are reported by student, classroom, school, district, county and state. In addition to grade equivalents, stanine and percentile reporting is provided. Emphasis is placed on skill area reporting provided by the above levels. The State Education Agency and Southwest Research Associates provide workshops, publications and audio-visual aids for administrators, classroom teachers and school boards to aid interpretation and use of program results on a local level.

Dissemination—The State Education Agency provides state, county, school system, school, class and student summaries. The governor, the legislature, the newspapers, the State Board of Education, school districts, schools, principals, teacher organizations, teachers, colleges and universities and the local school boards receive program reports. Students and parents receive reports through the local districts.

Future—Data processing procedures and reporting time and format are expected to change in the near future, emphasizing 10 day data turnaround.

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ARKANSAS

Purpose—The major purpose noted for the Eighth Grade Statewide Testing Program was guidance.

Policy—Program policy is determined by the State Education Agency.

Administration—The Guidance Services Department of the State Department of Education administers this program. It is funded by Title III ESEA.

Population—Approximately 25,000 students from grade 8 were tested in 1972. School participation was not required and only 40 percent of eligible schools were included in the program.

Instrumentation—The *Differential Aptitude Tests* or the *SRA Achievement Series* were administered to eighth graders. The choice was up to the school to give one or the other (but not both). These tests measured the following areas: aptitude, mathematics, natural science, reading, language arts, and work study skills. These tests were selected by a committee consisting of teachers, curriculum specialists and guidance counselors.

Data Collection and Processing—The tests were administered during January by staff designated by the school administrator. The test publishers provided scoring services. Both state and local norms were provided.

Use of Data—Results of the program were used for instruction, program evaluation and program planning. The State Education Agency and the test publishers, conducted workshops to assist administrators and guidance counselors in interpreting test results.

Dissemination—A variety of reports are prepared by the test publishers; state summaries, school summaries, and student reports. Copies of these reports are provided to the State Education Agency, school districts and schools.

Future—It was reported that the most likely changes in the program would occur in funding. There are no major problems associated with this program.

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CALIFORNIA

Introduction—California is in a transition period, changing from one program to another. Most statements refer to the new program, other aspects will remain the same.

Purpose—The major purposes of the Miller-Unruh Basic Reading Act and the California School Assessment Act are accountability, resource allocation, needs assessment, program evaluation, and data for a management information system.

Policy—The State Legislature took the initiative and has the major responsibility for program policy. The State Education Agency, the State Board of Education and the Chief State School Officer help determine program policy to some degree.

Administration—The Office of Program Evaluation and Research of the California State Department of Education coordinate the program statewide. The program is approximately 66 percent state and 34 percent federal ESEA Title V funded.

Population—Approximately 325,000 students from each of grades 1, 2, 3, 6 and 12 were tested last year. One hundred percent of the eligible schools (all public schools) participated in 1972-73. Participation was mandatory.

Instrumentation—On an annual basis, reading (grades 1, 2 and 3), and reading English and mathematics (grades 6 and 12) are tested. Several instruments were used in the program through May 1973. The *Cooperative Primary Reading Test* was used in grades 1, 2 and 3 to test reading achievement. Scholastic aptitude and reading, language and mathematics achievement were tested in grades 6 and 12. The *Lorge-Thorndike Intelligence Test* was administered in both grades. The *California Test of Basic Skills* was used as the achievement test in grade 6 and the *Iowa Tests of Educational Development* in grade 12. These instruments were chosen by the State Department of Education with the assistance of an advisory committee of testing specialists and school administrators. Work is being undertaken by Department of Education staff to develop the instruments to be used in the program after May of 1973. These instruments will use items from various sources (generally, existing normative tests). These items to be placed into a pool and will be proportioned among the subtests. All instruments will thus be tailor-made for the program and the instrument actually administered to any one pupil will contain only a sample of all the items from the total tests. These instruments will not be criterion-referenced. The new program will use matrix sampling only in grades 2, 3, 6, and 12. The grade 1 test will be a specially constructed, short, easy readiness test to be used as a baseline.

Data Collection and Processing—The tests were administered to grade 1 in October, to grades 2, 3 and 6 in April or May and to grade 12 sometime during October through February. Classroom teachers with the help of school administrative staff are responsible for administering the tests. An as yet undetermined outside contractor will grade the tests. The State Education Agency will pay for scoring for grade 1 tests and the districts will pay for scoring for grades 2, 3, 6 and 12. National, state, regional, county and local norms will be provided.

Use of Data—Program results will be used for allocation of state or federal funds, comparative analysis across schools, identification of exemplary programs, program evaluation and program modification and revision. The State Education Agency, local education agencies and the contractors involved will assist the administrators in interpreting the program results through workshops, publications, filmstrips and regional consultations. Local and statewide meetings will also be held with the press in order to present the material to the public.

Dissemination—State, county, school system and school summaries are prepared and sent to the State Education Agency, the governor, the legislature, newspapers, the State Board of Education, school districts, schools, teachers, teacher organizations and all state colleges and universities. The outside contractors will prepare the district and school reports. The State Education Agency prepares long term interpretive reports on a regional basis.

Future—The new program will become completely operational over the next couple years. The major problems are public relations, funding and the statewide management of a program of such magnitude.

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COLORADO

Purpose—The major purposes for the Colorado Learner Needs Assessment Program are: state program evaluation, the provision of data to guide allocation of funds under Title III, ESEA and promotion of public understanding of educational goals in Colorado.

Policy—Assessment policy is determined by the State Board of Education and the state legislature with advice from the Department of Education and local education agencies.

Administration—The ESEA III staff at the Department of Education coordinates the assessment. Local educators administer the tests. Funding is from ESEA III and the Colorado Accountability Act.

Population—Approximately 12,000 students from grades 5 and 11 were sampled in 1972 from a population of 80,000 students. District participation was requested; 5 percent of eligible schools were included in the sample of all public schools in Colorado.

Instrumentation—The *Colorado Learner Needs Assessment* measured performance in the following areas: English, health, mathematics, natural science, language arts, reading, social science, occupational cognizance, music, physical education and art. The affective learnings measured were attitudes towards school, citizenship and self-concept. Both cognitive and affective measures were tailor-made by the University of Colorado's Laboratory of Education Research, special curricular consultants and the Department. These tests were selected by consultants and the Department of Education.

Data Collection and Processing—The tests were administered in April by classroom teachers, guidance counselors, school administrative staff and others as assigned by school officials. Scoring of the tests was done by the University of Colorado. State and regional norms were provided. A calibrated norms study compared state and national performance in science.

Use of Data—The results of the program are used for the allocation of federal funds, the identification of exemplary programs, program planning and public relations. Both the State Education Agency and the University of Colorado assisted administrators, classroom teachers, community groups, guidance counselors and school boards in interpreting tests results through on-site consulting, publications and audio-visual aids.

Dissemination—A variety of reports are prepared by the University of Colorado: state summaries, school system summaries and reports on population groups, such as urban, rural and ethnic minorities. Copies of the state summaries are provided to the State Education Agency, Governor, Legislature, newspapers, State Board of Education, school districts, schools, colleges or universities and the United States Office of Education.

Future—It was reported that the most likely changes in the program would occur in policy control, funding use of data, dissemination of results, personnel and areas

assessed. The major problems related to the program are policy development and the use of results.

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REFERENCES

Helper, John. *Materials and Procedures for Assessing Learner Needs in Colorado, A Technical Report*. Colorado Department of Education, April, 1973. (TM 003 011)

Helper, John. *An Assessment of Learner Needs in Colorado, School Year 1970-71*. Assessment and Evaluation Unit, Colorado Department of Education, May, 1972. Price: $1.00; no charge to Colorado Public Schools. (ED 068 514)

CONNECTICUT

Purpose—The major purposes of the Connecticut Assessment of Science are to evaluate instruction, to provide data for a management information system and to fulfill requirements of Title III, ESEA.

Policy—Program policy will be determined by the Committee on Evaluation, which is an interdepartmental committee in the Department of Education.

Administration—The program will be coordinated by the Bureau of Educational Management and Finance, of the Department of Education. The program activities will be funded by state and federal monies, although the specific titles of these funds are not yet known.

Population—Target population will be defined by age; random samples of students aged 9, 13 and 17 will be included in the program. School participation will be voluntary. Last year, 100 percent of the schools invited participated in the program and tested a sample of 7,000 students.

Instrumentation—The tests will be composed of a selection of test items in science from National Assessment of Educational Progress. The selection of these items will be a cooperative effort by consultants in the Department of Education and an outside contractor. A questionnaire will also be distributed with the tests, to determine the students' attitude toward science.

Data Collection and Processing—The test administrators will be trained by the outside contractor. It has not yet been determined who will score the tests or when the tests will be administered. Because the tests are criterion referenced, the scores will be compared with national assessment results.

Use of Data—The results of the program will be used for instruction, program evaluation and possibly program planning. Workshops are planned by Department of Education consultants in science and evaluation to assist science teachers and school administrators with interpretation of the data. The types of publications and audio-visual aids which will be used in these workshops are not yet known.

Dissemination—The test publisher will distribute statistical reports to the State Department of Education. Based on these reports, the Department of Education will prepare statewide summaries and disseminate these reports to science teachers, individual school principals, district superintendents, the legislature, the Governor, the local boards of education and the public.

Future—Because the Connecticut Assessment of Science is in the developmental stage, it is unknown which elements may change and which problems may arise.

Additional Comments—The feeling in the Department of Education is that this program will lead to good follow-up. The Department will also be very interested to see the results of the attitude-toward-science questionnaire.

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DELAWARE

Purpose—The purpose of the Delaware Educational Assessment Program is curriculum revision, based on educational needs which have been determined from stu-

through the regular District of Columbia school system budget.

Population—Last year all students enrolled in the regular curriculum in grades 1-9 were tested. Participation was mandatory. Approximately 100,000 students were tested.

Instrumentation—The District of Columbia contracted CTB/McGraw-Hill to work with a committee of teachers to tailor-make two tests. Those criterion referenced tests are the *Prescriptive Reading Inventory* and *Prescriptive Mathematics Inventory, Washington, D. C. Editions*. The committee of teachers was chosen upon the recommendations of the respective department heads. The Director of Testing and the Department of Pupil Personnel Services recommend tests to be used in the program and the D. C. Board of Education must approve them. The *California Achievement Tests* are given in Grade 1 in May and in Grade 2 in September and May.

Data Collection and Processing—The tests are administered by classroom teachers, and scored by CTB/McGraw-Hill. Local norms are provided for the criterion referenced tests and national norms are provided for the standardized achievement tests.

Use of Data—Program results are used for instruction, identification of exemplary programs, guidance, program evaluation and program planning. CTB/McGraw-Hill and Pupil Personnel Services assist administrators, guidance counselors, classroom teachers, community groups, PTA, the School Board and students to interpret the program results by providing workshops and consultations. A field staff from Pupil Personnel Services visits the local school units to further assist their use of program data.

Dissemination—School system summaries are prepared by the Pupil Appraisal Branch and sent to Pupil Personnel Services, the District Board of Education, principals and newspapers. Schools receive individual, class and school summaries directly from the test company.

Future—The program is constantly changing to meet the needs of the school system. The major problem is funding.

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FLORIDA

Florida Statewide Eighth Grade Testing Program

Purpose—The major purposes noted for the Florida Statewide Eighth Grade Testing Program were: guidance, instructional evaluation, placement and grouping of students, the provision of data for a management information system and assessment of basic skills.

Policy—Program policy is determined by a citizen's advisory group and the State Testing Bureau.

Administration—Florida State University administers this program. It is funded by the state.

Population—Approximately 126,000 students from the eighth grade were tested in 1972. School participation was not required but 98 percent of public and 75 percent of private eligible schools were included in the program.

Instrumentation—The *Comprehensive Tests of Basic Skills* were administered to eighth graders to measure competencies in the following areas: mathematics, reading and study skills. This test was selected by the program staff at Florida State University, and the citizen's advisory group. CTB/McGraw-Hill and the program staff at Florida State University at Tallahassee developed several tailor-made tests: two to measure reading and mathematics skills and two survey instruments to measure the students' opinions and attitudes toward school and their occupational and educational aspirations.

Data Collection and Processing—The tests were administered during April by the school administrative staff. Scoring of the tests was done by an outside contractor, National Computer Systems of Minneapolis. Local, county, state and regional norms were provided.

Use of Data—Results of the progam were used for instruction, comparative analysis across schools, guidance, program evaluation and program planning. Florida State University provides assistance to guidance counselors, administrators, and so forth, in interpreting test results through consulting and publications when requested.

Dissemination—A variety of reports are prepared by the planning staff at Florida State University: state summaries, county summaries, school system summaries, school summaries and student reports. Copies are provided to the State Board of Education, school districts, schools, students, parents, principals and teachers.

Future—It was reported that the most likely changes in the program would occur in the administration of the tests. There are no major problems related to this program. The following were described as special characteristics of the Florida Statewide Eighth Grade Testing Program: a criterion referenced test in reading and mathematics, and the use of a survey instrument to measure the students' opinions and attitudes toward school and a measure of the students' occupational and educational aspirations.

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FLORIDA

Florida Statewide Twelfth Grade Testing Program

Purpose—The major purposes of the Florida Statewide Twelfth Grade Testing Program are: college admissions, guidance, instructional evaluation, placement and grouping of students and the granting of scholarships and other awards.

Policy—Program policy is determined by the Chief State School Officer, representatives of major school systems and an advisory committee consisting of representatives of county school systems, state universities, community colleges and the State Department of Education.

Administration—The Office of Instructional Resources, Testing Division at the University of Florida administers this program. It is funded by the state.

Population—Approximately 80,000 students from grade 12 were tested in 1972. School participation was required and 100 percent of public and private eligible schools were included in the program.

Instrumentation—Educational Testing Service developed all the tests especially for this program: *The Florida Statewide Twelfth Grade Testing Program Test* which includes a scholastic aptitude test and achievement tests. These instruments measured the following areas: academic ability, English, mathematics, natural science and social studies. A separate committee consisting of teachers, county curriculum supervisors, representatives from the State Department of Education and from Educational Testing Service reviewed the tests for each instrument.

Data Collection and Processing—The tests are administered during September and October. The school administrators decide who administers the instruments. The tests are scored by the Office of Instructional Resources, Testing Division at the University of Florida. Only statewide norms are reported.

Use of Data—Results of the program are used for guidance, college placement and college admissions. The Office of Instructional Resources, Testing Division at the University of Florida assisted administrators, and guidance counselors in interpreting the results of the tests through workshops, consultations and publications.

Dissemination—A variety of reports are prepared by the Office of Instructional Resources, Testing Division: state summaries, county school system summaries, school summaries and student report. They also prepare an alphabetical listing of all students that were tested. Copies of these reports are provided to the State Department of Education, school districts, schools, principals and all public and private institutions of higher education within the state. Each student receives a copy of his own scores through his school.

Future—It was reported that the most likely changes in the program would occur in the goals or objectives, and the data processing procedures inasmuch as a change is being made from IBM answer sheets to NCS answer sheets. There are no major problems related to this program.

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GEORGIA

Purpose—The major objectives of the Georgia Statewide Testing Program were: guidance, identification of individual problems and talent, instructional evaluation and the provision of data for a management information system.

Policy—The Georgia State Board of Education determined program policy.

Administration—The Georgia Department of Education coordinated the program statewide. All activities of this bureau were funded by state monies.

Population—Participation in the program was required; 100 percent of the schools in Georgia participated in 1972-73. The program was administered in Grades 4, 8, and 11, and approximately 250,000 students were tested.

Instrumentation—The *Iowa Tests of Basic Skills* for Grades 4 and 8, and the *Tests of Academic Progress* for Grade 11, were selected by a committee to measure English, mathematics, reading and writing skills.

Data Collection and Processing—The tests were administered in September by classroom teachers and guidance counselors. An outside contractor, National Computer Systems, scored the tests. Local, state and national norms were used.

Use of Data—The results of the program were used for instruction, comparative analysis across schools, guidance, program evaluation and program planning. The state, local, and district education agencies provided workshops, consultations, publications and audio-visual aids to administrators, guidance counselors, classroom teachers, community groups, the PTA and school boards to facilitate local interpretation and use of program results. Student reports were prepared also.

Dissemination—State, county, school system, school, class and regional summaries as well as student reports were prepared by the State Education Agency and an outside contractor. The State Education Agency, newspapers, the State Board of Education, school districts, schools, students, principals, teachers and colleges and universities received copies of these reports.

Problems—There were no major problems related to the testing program.

Future—The two elements most likely to change in the near future are: areas assessed and tests used.

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REFERENCES

Office of Instructional Services, Division of Program and Staff Development, Statewide Testing Program. *Georgia's Statewide Testing Results 1972-73*, a series of booklets presented to the State Board of Education. Georgia Department of Education, May 1973:

4th Grade Schools Category Report (TM 003 010)
Systems Category Report (TM 003 009)
11th Grade Schools Category Report (TM 003 008)
8th Grade Schools Category Report (TM 003 007)

HAWAII

Purpose—The major purposes of the Hawaii Statewide Testing Program are guidance, identification of individual problems and talents, instructional evaluation, placement and grouping of students and the providing of data for a management information system.

Policy—Program policy is determined within the Department of Education. An advisory committee makes recommendations to the Assistant Superintendent for Instructional Services, who in turn endorses or rejects the recommendations. If the recommendations are endorsed, they are submitted to the Superintendent for the final decision.

Administration—The Evaluation Section coordinates the program statewide. Funds from the State Department of Education budget are utilized for the coordinating activities and purchasing of materials.

Population—In 1972-73, grades 4 through 12 were tested; in 1973-74, grades 4 through 11 will be tested. School participation is required. Last year, 111,577 students were tested.

Instrumentation—A subcommittee of the Advisory Committee for the Statewide Testing Program, the Test Selection Committee, recommends tests for possible use in the program; however, the Superintendent makes the final decision. The tests used in the program in 1972-73 include *Differential Aptitude Tests* in grade 9; *School and College Ability Tests* in grades 4, 6, 8, 10, and 12; and the *Sequential Tests of Educational Progress* for grades 4 through 11.

Data Collection and Processing—The tests are administered from late September through early October. Each of the 214 schools in Hawaii has a building test coordinator, who supervises test administration. The State Department of Education is responsible for scoring the tests. State and national norms are used.

Use of Data—The results of the program are used for instruction, guidance, program evaluation, program planning and accountability to the state legislature. The state and district offices of the Department of Education provide workshops, consultations, publications and audio-visual aids to administrators, guidance counselors, classroom teachers, students and parents.

Dissemination—The State Department of Education prepares state, district, school and class summaries as well as individual student reports. Appropriate reports are disseminated to the State Department of Education, the Governor, newspapers, the State Board of Education, school districts, schools, students, parents and principals. School-by-school summaries are prepared for the legislature; summary reports are given to school personnel; and individual students reports are sent to teachers. Universities in Hawaii and other school systems on the mainland may receive copies of the reports upon request.

Future—The elements which may change in the near future are the target population and areas assessed. Interpretative materials and dissemination of results are in the process of changing; modifications in data processing procedures are contingent upon funds. The major problem of the program is school level acceptance of the mandatory program.

Additional Comment—Hawaii is in the unique position of having a one school system set-up, which may account for the monolithic appearance of the mandatory Statewide Testing Program. To allow for some flexibility, the Hawaii Department of Education offers a supplementary test program. The Department issues to all schools a list of approved instruments, and from this list the schools may select a test suited to their particular needs. This supplementary program is funded by the Department of Education; however, the schools must either hand score the tests or arrange for mainland scoring services at their own expense. Although this program covers a broad spectrum of cognitive and noncognitive areas, the major thrust is in readiness or diagnostic tests in reading and mathematics for grades 1, 2 and 3.

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REFERENCE

Hawaii Department of Education. *Summary Report of Minimum Testing Program 1970-71.* Evaluation Report No. 80, December 1971. No. TAC 72-4558. Office of Instructional Services, Evaluation Section—Testing Unit. (TM 003 012)

IDAHO

Purpose—The major purposes noted for the Idaho State Testing Program were: the identification of individual problems and talents, guidance and instructional evaluation.

Policy—Program policy is determined by an advisory group consisting of nine individuals—three each representing counselors, administrators, and colleges. These nine people were selected by Mr. Ronald Dent, Consultant, Pupil Personnel Services.

Administration—The Department of Pupil Personnel Services of the Idaho State Department of Education administers this program. It is funded by Title III ESEA.

Population—Approximately 11,000 students from Grades 9 and 11, were tested in 1972. School participation was not required but 98 percent of the eligible schools participated. Public and parochial schools are eligible. Participation by students is voluntary.

Instrumentation—The *Differential Aptitude Tests* were administered to ninth graders and the *Iowa Tests of Educational Development* to eleventh graders. These tests measured the following areas: aptitude, mathematics, science, reading, social science and writing. These tests were selected by the Advisory Group.

Data Collection and Processing—The tests were administered during October by guidance counselors. Scoring of the tests was done by the University of Idaho. Both state and national norms were provided.

Use of Data—Results of the program were used for instruction, comparative analyses across schools, guidance and program planning. Both the state education agency and the University of Idaho assisted guidance counselors and administrators in interpreting test results through consultations and publications.

Dissemination—A variety of reports is prepared by the state education agency: state summaries, school system summaries, school summaries and student reports. Copies of these reports are provided to the State Board

of Education, schools, principals, colleges and universities and students.

Future—It was reported that the most likely changes in the program would occur in the objectives, funding, instrumentation and dissemination. These changes are in response to concerns at the local level about the objectives of testing and the use of results.

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ILLINOIS

Purpose—The main purposes of the Illinois Statewide High School Testing Program are guidance, identification of individual problems and talents, instructional evaluation and, to a degree, some placement and reassignment of students.

Policy—Program policy is determined by the Center for Instructional Research and Curriculum Evaluation (CIRCE) at the University of Illinois College of Education with input from the schools.

Administration—CIRCE coordinates and administers the program. The program is funded in part by the schools and in part by the state. The schools pay for test materials, clerical work and scoring; the state provides the staff time of the CIRCE and other state level employees.

Population—On a statewide basis the test is administered to Grade 11 students; some schools additionally test new seniors or all seniors. Participation is voluntary. About 40 percent of all eligible schools (Chicago is the only district excluded) participated in 1972-73. About 29,000 students were tested. The individual school decides if it will participate and whether all students will be tested.

Instrumentation—The Verbal Reasoning portion of *Differential Aptitude Tests* is administered as well as a tailor-made test. CIRCE contracted ETS to revise tests which John McQuittie of Florida had had tailor-made a number of years ago. Florida no longer uses these tests. CIRCE selected the tests. Verbal aptitude, English, mathematics, natural science and social science are being tested. A limited amount of biographical data is collected as well as post high school plans and curricular interests.

Data Collection and Processing—The tests are administered between September 15 and November 15, by guidance counselors and, at times, the school administrative staff. CIRCE is responsible for scoring the tests. State norms are used.

Use of Data—The results of the program are used primarily for instruction, guidance and program evaluation and, secondarily, for a comparative analysis across schools. CIRCE provides consultation and publications to school administrators, guidance counselors and classroom teachers to help them interpret program results.

Dissemination—CIRCE prepares school summaries and student reports for the schools. Students usually receive individual reports through the school.

Future—Illinois hopes to expand the areas and grades assessed to include community surveys and an opinion survey on the school environment. Objectives are also expected to change and new interpretive materials added. The major problems cited were budget cuts and the fact the schools are now just as capable of doing this type of testing as the state. For these reasons, the state is attempting to expand its program.

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REFERENCES

Aids to Interpretation for 1973-74 Illinois Statewide High School Testing Program. CIRCE, University of Illinois. (TM 033 031)

1972-3 Illinois Statewide High School Testing Program: School Norms. CIRCE, University of Illinois. (TM 003 030)

1973-4 Illinois Statewide High School Testing Program: Statewide Norms. CIRCE, University of Illinois. (TM 003 028)

INDIANA

Indiana does not have a statewide testing program at this time. Each local school corporation determines the data gathering program congruent with its own specified goals and objectives. For accreditation purposes, it is required that a program of student assessment in elementary, junior high and senior high levels be established.

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IOWA

Introduction—The University of Iowa conducts two Iowa Testing Programs for schools in the state. The Iowa Basic Skills Testing Program is for elementary and junior high schools. The Fall Testing Program is for high schools. Though similar in many respects, each program is described separately.

The Iowa Basic Skills Program

Purpose—The major purposes of this program are identifying individual problems and talents, guiding teachers in diagnosing and placing students for instruction and evaluating programs.

Policy—The Iowa Testing Programs staff at the University of Iowa determines program policy.

Administration—The Iowa Testing Programs staff administers the program under the auspices of the College of Education at the University of Iowa. Funds to run the program are obtained primarily from participating schools. Schools are charged for the services provided. Supplementary funds are obtained from test royalities from the sale of the *Iowa Tests of Basic Skills* outside Iowa.

Population—During 1972-73, 293,295 students in grades 1 through 9 were tested. School participation was not required; however, about 95 percent of eligible schools were in the program.

Instrumentation—The *Iowa Tests of Basic Skills* were administered to students in grades 1 through 9. The tests, which were devised specifically for the program by the Iowa Testing Programs staff, measure language, mathematics, reading, vocabulary and work study skills.

Data Collection and Processing—The tests may be administered throughout the school year, September through June. Schools decide when to test and who is to administer the tests. Scoring is handled by the Measurement Research Center. Participating schools may select either state or national norms as standard service, or both as an extra service; local norms are also available as an optional service.

Use of Data—Results of the program are used for instruction, comparative analysis across schools within a district, program evaluation, program planning and public relations. The Iowa Testing Programs staff assists administrators, guidance counselors, classroom teachers, community groups, PTAs, school boards and students with the interpretation of test results by conducting workshops, by providing consultation to schools in the state and by issuing program publications.

Dissemination—State, school system, school and class summaries as well as individual student reports are prepared. These reports are provided only to the participating school districts; however, local school districts may, at the discretion of the superintendent, provide reports of the results to school principals, teachers, parents and students.

Future—The program is dynamic, not static, in nature. Past developments have reflected expressed needs of the schools, and future changes will be similarly governed.

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The Fall Testing Program

Purpose—The major purposes of this annual testing program are: 1) to provide high school teachers and

counselors with dependable measures of general educational development of each pupil in order that instruction and guidance may thereby be better adapted to individual pupil needs; and, 2) to provide the school administrator with a dependable basis for evaluating his school's educational offering in seven major areas.

Policy—Program policy is determined by the staff of the Iowa Testing Programs at the College of Education, University of Iowa.

Administration—The Iowa Testing Programs staff administers the program under the auspices of the College of Education at the University of Iowa. Funds to operate the program are obtained primarily from participating schools. Schools are charged for the services provided. Supplementary funds are obtained from test royalties from the sale of the *Iowa Tests of Educational Development* (ITED) outside Iowa.

Population—In 1972, 134,914 students in grades 9 through 12 were tested. School participation was not required, however about 90 percent of eligible high schools in the state participated in the program.

Instrumentation—In 1972-73 this program introduced a condensed edition of the *Iowa Tests of Educational Development* as an alternative to the full-length battery. The shorter edition was used by about 80 percent of the program participants. The full-length edition requires about eight hours of testing time. It yields nine subtest scores plus a Composite based on tests 1-8. The new condensed edition requires only about four hours of testing time and yields seven subtest scores and a Composite plus a Reading Total score derived from all questions based on reading selections. The tests assess the following areas: social concepts, natural sciences, English expression, quantitative thinking, reading in the social and natural sciences, interpretation of literary materials, general vocabulary and use of sources of information.

Data Collection and Processing—The tests in this program must be administered in the fall, September or October. Schools decide who will administer the tests and on what specific dates. Scoring is handled by the Measurement Research Center. State and national norms are provided; however, local norms may be requested.

Use of Data—Results of the program are used for instruction, comparative analysis across schools within a district, program evaluation, program planning, and public relations. Consultant services are available to Iowa schools free of charge upon request.

Dissemination—Standard reporting service includes four profile cards and two labels per pupil, four list reports and frequency distributions per class and four summary reports of class averages. Extra reports and optional services such as item analysis may be ordered. The results are not distributed to anyone but local school administrators. No system is permitted to see the results of any other system. All release of test information to the public and the press is handled by each local superintendent in such ways as he sees fit.

Future—The program is dynamic, not static, in nature. Past developments have reflected expressed needs of the schools, and future changes will be similarly governed.

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KANSAS

Purpose—The primary objectives of the P. L. 91-230, Title III, ESEA Achievement Testing Program were: information gathering for teachers, help for students and parents, assistance to counselors and meeting administrative needs.

Policy—Policy is established by the Kansas State Board of Education with advisory assistance from the Title III ESEA Council.

Administration—The Guidance Section of the Department of Education coordinated the program statewide. The activities of this coordinating body were funded by P. L. 91-230, Title III, ESEA.

Population—Participation in the testing program was voluntary; 71 percent of the schools in Kansas participated in 1972-73. Approximately 31,000 eighth grade students were tested.

Instrumentation—The Guidance Section, State Department of Education, selected the achievement battery with Title III ESEA Advisory Council approval. This battery (SRA Survey) included tests in mathematics, science, reading, social studies, language arts and use of sources.

Data Collection and Processing—The local educational agency administered the instrument in late September and early October. The scoring was processed by the test publisher. Local, state, regional and national norms were developed.

Use of Data—Locally, the results were used to: gain information about students, individually and in groups, that will increase the effectiveness of teachers in working with, and planning for, these students; help students and parents understand the school program and the student's place in such a program; provide those with guidance responsibilities information and insight about the strengths, weaknesses, attainments and academic deficiencies of students; provide administrative and supervisory personnel with some of the data essential to program planning and evaluation; assist the Kansas State Department of Education, Curriculum Section, with program planning.

To assist in the interpretation and use of test results, the Kansas State Department of Education conducted workshops and provided consultation and publications to aid the school district testing coordinator in carrying out his measurement in-service responsibilities at the local level.

Dissemination—The Kansas State Department of Education prepared and furnished to the local education agency the following reports: a list of report scores, a report of average scores, frequency distribution and local norms, Presscore labels, group skills profile, and individual skills profile.

A computer magnetic tape is available from the Division of Development for research use within the agency and all professional field requests.

Problem—The main problem related to the testing program was the proper utilization of test score results.

Future—The future of this program depends upon funding and the continuation of P. L. 91-230, Title III, ESEA.

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REFERENCE

Teacher Handbook on Achievement Testing. Kansas State Department of Education, revised 1972. (TM 003 140)

KENTUCKY

Kentucky no longer has a State Testing Program. It was formerly administered by the Bureau of Testing at the University of Kentucky and existed until around six years ago.

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LOUISIANA

Louisiana does not at present conduct a statewide testing program. Each of the 66 school systems in the state establishes a testing program based on its unique needs. The state does, however, require a minimum testing program in all systems participating under ESEA Title III, Guidance, Counseling and Testing. In accordance with the provisions of this Act, at least one scholastic ability test and one achievement test must be administered in one or more grades at the elementary (K through 6) and the secondary (7 through 12) school levels in which the funds are being used. Approximately two-thirds of the parish school systems participated in the school year 1972-73. There is no listing of tests approved by the State Department of Education for this testing program.

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MAINE

Maine has no statewide testing program. The following summary is extracted from the *Maine State Plan for the*

Administration of Title III of the Elementary and Secondary Education Act of 1965.

State Plan Testing Program Objectives

1. To provide such information about the aptitudes and abilities of students as may be needed in connection with the guidance and counseling program.
2. To provide such information as may be needed to assist other educational or training institutions and prospective employers in assessing the educational and occupational potential of students seeking admission to educational or training institutions or employment.

Extent of Testing Program—Tests will be made available to all Maine public and non-public elementary and secondary schools.

Types of Tests and Grades Tested—The types of tests listed in the project shall be administered at approximately the time indicated in the project plan submitted to the State Commissioner.

Elementary Schools—The approvable testing program shall include a test of scholastic aptitude and a general achievement test administered in either grade 3 or 4, and also grades 7 or 8.

Secondary Schools—The approvable testing program shall include (1) a test of scholastic aptitude and (2) a general achievement test battery in any one of the following grades: 7, 8, 9, 10 or 11.

Procedures—The State Agency will not conduct a statewide testing program. Approvable tests as described will be selected, purchased, administered, scored, interpreted, recorded and used by the LEA or by a qualified agency appointed by the LEA. The cost of test material and scoring as described above only will be reimbursed to the extent that they constitute an approvable expanded program. Tests may be administered and interpreted by qualified school agency guidance personnel, principals, or teachers with the assistance of such consultants, proctors and clerks as are necessary to perform these functions in a professional manner. Tests may be machine scored by reputable commercial or educational agencies. Test scores shall be entered in the records of students and made available to teachers, counselors, and other qualified school or State Agency personnel.

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MARYLAND

Introduction—Although the school systems in Maryland are already involved in their own testing programs, the State Department of Education is attempting to initiate a uniform testing program in 1973-74. Therefore, the following summation will describe a program in the planning stages.

Purpose—The purpose of the Assessment Component of the Maryland Education Accountability Program is to provide data for a management information system.

Policy—Program policy is recommended by the State Advisory Council on Accountability, and approved by the Chief State School Officer. Representatives of major school systems have input.

Administration—The testing program will be coordinated by the Division of Research, Evaluation and Information System of the State Department of Education. The testing activities of this division will be funded by state appropriations.

Population—The program will be administered in grades 3, 5, 7, and 9; schools will be required to participate.

Instrumentation—Eight subtests of the *Iowa Tests of Basic Skills* have been selected for use in grades 3, 5, 7, and 9. These subtests will measure reading, math and writing. Probably the *Cognitive Abilities Test* will be used for measuring scholastic aptitude. Testing of noncognitive areas is planned for the future.

Data Collection and Processing—The classroom teachers are expected to administer the tests from March 1 through May 15. Probably both the local school districts and the test publisher, Houghton-Mifflin, will score the tests for the first year, although this decision has not definitely been made. National norms will most likely be used.

Use of Data—Anticipated use of the results includes comparative analysis across schools, identification of exemplary programs and program evaluation. The State Department of Education, Houghton-Mifflin and the local education agencies plan to hold workshops for administrators, guidance counselors, classroom teachers, community groups, the PTA, school boards, students and legislators. These workshops will include consultations, and the use of publications, and audiovisual aids.

Dissemination—The State Department of Education

plans to prepare state, school system and school summaries of test results. These summaries will be dissiminated to the Governor, legislature, newspapers, the State Board of Education, school systems, schools, teacher organizations, colleges and universities. The reports will also be available within the Department for use by the general public.

Future—The elements likely to change in the future are funding, areas assessed, tests and data processing procedures. The major problem of the program is inadequate funding.

Additional Comments—A goal of the Assessment Component of the Maryland Educational Accountability Program is to report a norm referenced measure according to criterion referenced goals.

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MASSACHUSETTS

Introduction—In 1971, Massachusetts tested fourth grade students in the basic skill areas, in order to analyze achievement in relation to ability. With this same intent, eighth grade students were tested in the basic skill areas in 1972. Also in 1972 seventh grade students were tested, using items from National Assessment of Educational Progress. In 1973 a study has been conducted which has identified and set priorities for reading objectives for grades 1-9, and mathematics objectives for grades 1-12. The intent of this study was to conduct mastery level testing of a selected few of these objectives. The Department of Education was planning to begin this mastery level testing in the fall of 1973; however, all testing activity may have been brought to a halt by an edict issued by the Governor of Massachusetts in July 1973. This edict stated that all fourth grade test data collected in 1971 from every school and every school system must be released to the public. This edict is resulting in a reassessment of all previous evaluation activities by the Department of Education. Planned testing activities for fall 1973 are uncertain. The following summation describes the 1972 test demonstrations in Massachusetts.

Purpose—The purposes of the 1972 testing program were: to demonstrate mastery level testing (or criterion-referenced testing); to move testing demonstrations into curricular areas beyond the basic skills; and to make some comparisons, if possible, between the eighth grade and fourth grade (1971 program) performance of the basic skills.

Policy—The policy of the program was initially recommended by a task force chaired by the Associate Commissioner for Research and Evaluation and accepted by the Commissioner.

Administration—The program was coordinated by the Associate Commissioner for Research and Evaluation. The program activities were funded by Title III, ESEA, and some State Planning, Research, and Evaluation monies.

Population—The program included 10,000 students in eighth grade, and two random samples, each including 10,000 seventh grade students. The sampling was done by school system, rather than by student; therefore the 1972 program included every seventh and eighth grade student in the selected schools. The participation of these schools was required; private schools were requested to volunteer for inclusion in the program.

Instrumentation—Measurement Research Center of Westinghouse Learning Corporation tailor-made the seventh grade measures in science and citizenship. These tests were based on a distribution of objectives to the participating schools for them to indicate the validity of objectives in terms of their curriculum. On the basis of the ranking of the importance of the objectives, and the availability of test items from National Assessment of Educational Progress, two tests were developed. The Task Force chaired by the Associate Commissioner for Research and Evaluation selected the *Short Form Test of Academic Aptitude* and *Comprehensive Tests of Basic Skills* (CTB/McGraw-Hill) for use in the eighth grade. These tests measured mathematics, reading, language arts, and study skills.

Data Collection and Processing—The classroom teachers administered all tests in midwinter. The standardized tests were scored by the publisher, CTB/McGraw-Hill, and the tailor-made tests were scored by Measurement Research Center. Basic skills test scores were judged consistent or inconsistent with pupil aptitude. The individual performance was studied, rather than concentration on a norm group. Citizenship and science testing were scored only by item performance—correct or incorrect.

Use of Data—The results of the basic skills program were used to determine the relationship between achievement and ability. The State Department of Education presented, analyzed, and discussed the results of the program at workshops conducted for the benefit of the test coordinators, curriculum specialists and the superintendents. The results of the seventh grade program were presented to show the level of mastery of the objectives, and in turn how this relationship effects curriculum planning and development. The results of the eighth grade program were analyzed in terms of the value to the individual classroom teacher; the major emphasis was on classroom analysis. Consultations, audio-visual aids and some publications were used at these workshops to aid the presentation of the data.

Dissemination—The State Department of Education provided state, school and class summaries as well as student reports. Participating schools received reports of their own data, the Superintendents received the summaries, and reports were made available on individual schools at the discretion of local superintendents.

Future—A significant crisis may be developing in the area of educational evaluation in Massachusetts, and may precipitate a reexamination of the entire assessment and accountability effort. Due to possible opposition to standardized testing, the Department of Education may instigate a much more flexible accountability program, unless the legislature determines otherwise.

Additional Comments—There are hopes in the Department of Education for a decrease in emphasis on statewide descriptive activity and an increase in emphasis on the objectifying of growth, development and progress of each individual pupil. There are also hopes for a program which will assist the classroom teacher in aiding individual students and will move away from normative information entirely.

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MICHIGAN

Michigan does not have a testing program in the traditional mode that has been and is used by many states. There is no established program of testing that schools must administer.

The Michigan School Testing Service is provided by The University of Michigan to assist schools in the evaluation and guidance of pupil growth and in the study of the curriculum through the use of tests and other evaluation devices. The Michigan School Testing Service is a small test ordering and test scoring service for Michigan schools. There is also a consultant service for questions and concerns in both standardized testing programs and criterion referenced assessments.

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MINNESOTA

Minnesota High School Testing Program

Purpose—The major purposes of the Minnesota High School Testing Program are: guidance, identification of individual problems and talents and placement and grouping of students.

Policy—Program policy, is determined by the Statewide Testing Program staff and the Minnesota Educational Relations Committee, a committee consisting of representatives from the Minnesota Association of Secondary School Principals, the Association of Post Secondary Educational Institutions and other organizations.

Administration—The Student Counseling Bureau at the University of Minnesota administers this program. It is self supporting; schools pay for the tests and services.

Population—Approximately 185,000 students from grades 7 through 12 were tested in 1972. School participation is not required, but 80 percent of eligible schools participated in 1972-73.

Instrumentation—The following tests are available for use in the grades indicated: *Lorge-Thorndike Intelligence Test*, 7, 8, 9; *Differential Aptitude Tests*, 8, 9, 10; *Iowa Tests of Basic Skills*, 7, 8; *Stanford Achievement Test, Advanced Battery*, 7, 8; *Iowa Tests of Educational Development*, 9, 10, 11, 12; *Stanford Achievement Test, High School Battery*, 9, 10, 11, 12; *Minnesota English Test*, 11; *Minnesota Counseling Inventory*, 9, 10, 11, 12; *Strong Vocational Interest Blank*, 12; *Minnesota Vocational Interest Inventory*, 11, 12; *JOCA Inventory of Interests*, 9, 10; *Minnesota School Affect Assessment*, 7 through 12. The tests are selected by the High School Testing Program personnel.

Data Collection and Processing—The tests are administered during September, October, and November by guidance counselors and school administrative staff at the discretion of the schools. Scoring of the tests is done by the Program personnel. Both local and state norms are provided.

Use of Data—Results of the program are used for instruction, guidance, program evaluation and program planning. The Statewide Testing Program personnel assist administrators and guidance counselors in interpreting test results through workshops, consultations and publications. Publications are provided to students to aid them in interpreting their test scores.

Dissemination—School system summaries and student reports are prepared by the Program personnel. School summaries are prepared upon request. Copies of these reports are provided only to the school districts with further dissemination left to the discretion of each district.

Future—The most likely changes in the program would occur in the goals and objectives, target population and areas assessed. A major problem of this program is felt to be a general antitesting attitude.

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MINNESOTA

Minnesota Statewide Testing Program

Purpose—The major purposes of the Minnesota Statewide Testing Program are: college admissions, guidance, identification of individual talents, placement and grouping of students, granting scholarships and other awards and institutional and system research.

Policy—Major program policy is determined by Minnesota Educational Relations Committee, a committee consisting of members of the Minnesota Association of Secondary School Principals and the Association of Post Secondary Educational Institutions.

Administration—The Student Counseling Bureau at the University of Minnesota coordinates this program. It is funded by Minnesota colleges and the Vocational Education Division of the State Department of Education.

Population—The program is administered primarily to eleventh grade students. However, there are provisions for retesting and makeup examinations for twelfth graders. In 1972 approximately 70,000 eleventh graders were tested. School participation is not mandatory, but 98 percent of the eligible public and private schools were included in the program.

Instrumentation—*The Differential Aptitude Tests* (DAT), *School and College Ability Tests* (SCAT), the *Minnesota Vocational Interest Inventory* (MVII), and the *Preliminary Scholastic Aptitude Test* (PSAT) are administered. These tests measure aptitude, school learned ability and vocational interests. The instruments were selected by the Statewide Testing Program personnel and approved by the Minnesota Educational Relations Committee. Also administered is a questionnaire which elicits information from the student concerning his family background, economic status, occupational goals, and plans for post secondary education.

Data Collection and Processing—All students take either the SCAT or the PSAT in October and the student background questionnaire in April. Vocationally-oriented students take the optional DAT-MVII battery in April. The tests are administered by guidance counselors or the school administrative staff. At the end of the year each school submits a list of all eleventh grade students and their grade point averages. These grade point averages are translated into high school percentile ranks. Scoring services are provided by the Statewide Testing Program. Norms are based on the total population of Minnesota juniors and on entering freshmen in Minnesota colleges tested as juniors.

Use of Data—The Statewide Testing Program personnel assist administrators, guidance counselors and classroom teachers in interpreting test results through workshops, consultations and publications. Brochures are provided to aid students in understanding their test scores. Program results are used for guidance, the awarding of scholarships, college placement, college admissions and vocational school guidance. The data from the student background and interests questionnaire is collated and compiled in a listing which is distributed to the post secondary institutions for use in identifying students who may be interested in programs offered by the school. The Minnesota Higher Educational Coordinating Commission uses data from the program (together with other data) in awarding Minnesota State Scholarships.

Dissemination—A variety of reports is prepared by the Statewide Testing Program personnel: state, regional, school system and school summaries; student reports; and reports on student interests and background. This information is submitted to the school districts, high schools, Minnesota colleges, universities and vocational schools and the Minnesota State Scholarship Commission. In actual practice most schools make reports available to students, parents and school staff. They are seldom reported to newspapers.

Future—The program has undergone major changes for the 1973-74 school year. Changes in the near future will likely occur in funding. Some changes in the program may be made in response to the general antitesting climate. Other modifications are nccessitated by the general economic situation which has made funding more difficult to obtain.

Program personnel feel the every-pupil feature, the High School Achievement Report and the student background and interest questionnaire are special characteristics of the Minnesota Statewide Testing Program.

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MISSISSIPPI

Purpose—The major purposes, in order of priority, of the Title III ESEA State Testing Program are instruction, curriculum analysis, guidance and placement.

Policy—The Division of Instruction determines program policy with the approval of the Superintendent.

Administration—The Division of Instruction, a branch of the State Department of Education, coordinates the program according to Title III ESEA directives. The program is funded by Title III ESEA.

Population—Last year approximately 40,000 grade 5 students and 38,000 grade 8 students were tested. The decision to participate is the district's. Last year 87⅓ percent of the student population participated.

Instrumentation—The State Education Agency chose the *California Achievement Tests, 1970 Edition,* to test mathematics, reading and language in grades 5 and 8.

Data Collection and Processing—The tests are administered in April. The District Test Coordinator chooses either classroom teachers or guidance counselors to administer the tests. CTB/McGraw-Hill scores the measures. Local, state and national norms are reported.

Use of Data—Program results are provided for use on the local level for instruction, guidance, program evaluation and program planning. The State Education Agency and CTB/McGraw-Hill provide workshops, consultations and publications for administrators, guidance counselors, teachers, community groups, the PTA, school boards and students.

Dissemination—CTB/McGraw-Hill prepares school district, school, class and student summaries which are sent to the respective schools and school districts. The State Education Agency receives statewide frequency distributions. The State Education Agency then prepares generalized state summaries.

Future—The program is expected to remain the same for at least two years. Mississippi was very concerned with setting up a testing program that would provide useful information that could be used positively.

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MISSOURI

The Missouri Department of Education, in cooperation with the Missouri Statewide Testing Service, provides tests to be used by the schools on a voluntary basis.

The Missouri Statewide Testing Service is offered by the Department of Counseling and Personnel Services of the University of Missouri. The Statewide Testing Service provides test scoring and reporting services for numerous standardized tests. Schools using the Missouri Statewide Testing Service pay the University of Missouri directly for the services requested. The State Department of Education supports certain special projects and a vocational testing program which utilizes the *Ohio State University Psychological Examination* and the *General Aptitude Test Battery*.

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MONTANA

At the present time, Montana does not have a statewide testing program.

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NEBRASKA

Purpose—The major purpose of the ESEA Title III Testing Program is guidance.

Policy—The State Advisory Council, composed of citizens and educators, determines the program policy.

Administration—The ESEA Title III staff coordinates the program statewide; the activities of this staff are funded by Title III, ESEA.

Population—The program is run on a three-year cycle, rotating grades 11, 9 and 7. For example, in 1973-74 grade 9 will be tested; in 1972-73, grade 11 was tested. The program has a longitudinal design, whereby the same students tested in grade 7 will be tested again in grade 9, and again in grade 11. Approximately 12,000 students, 55 percent of those eligible, participated. School participation is voluntary, and the percentage of eligible schools which participated in 1972-73 is not presently available.

Instrumentation—A random sample of guidance counselors was drawn, and these counselors were asked to name the test used *most frequently*. In this manner, the *Iowa Tests of Educational Development* were selected.

Data Collection and Processing—Guidance Counselors administer the tests in October. The tests are scored by Science Research Associates. National norms are used, and also state and local norms have been established for use by the Title III staff.

Use of Data—The results of the program are used for Title III needs assessment, and instructional improvement and guidance at the local level. The State Department of Education and Science Research Associates provide workshops and consultations for guidance counselors, to assist local interpretation of the data.

Dissemination—The State Department of Education prepares state summaries; Science Research Associates prepares school and class summaries. Participating schools receive the reports; other interested parties may obtain copies upon request.

Future—The future of the entire program depends upon funding; no major problems have been reported. The teachers and guidance counselors in Nebraska are quite satisfied with the program.

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NEVADA

Purpose—The Nevada Needs Assessment Program determines learner needs.

Policy—Program policy is determined by the State Board of Education and the State Education Agency.

Administration—The Division of Planning and Evaluation of the State Department of Education administered this program. It is completely federally funded.

Population—Approximately 5,800 students from grades 3 and 4 were tested in 1972-73. School participation was not required, but 100 percent of the sample schools did participate in the program.

Instrumentation—A committee of teachers selected the *Comprehensive Tests of Basic Skills Levels I and II* to measure the reading and arithmetic skills of third and fourth graders. Measures of self-concept and attitudes toward school were tailored by the State Education Agency from instruments available from the Instructional Objectives Exchange.

Data Collection and Processing—Classroom teachers administered the cognitive tests during October and May; nonschool personnel administered the affective instruments. An outside contractor, Nevada State Central Processing, scored the tests. Local, regional (rural, remote-rural and urban), state and national norms were provided. Ethnic norms for American-Indian, Spanish-American, Black and Chicano students were reported.

Use of Data—Results of the program were used for program planning. The State Education Agency assisted administrators and classroom teachers in the use of tests results through workshops and publications.

Dissemination—A variety of reports are prepared by the State Education Agency: state summaries, school summaries, class summaries and student reports. Copies of these reports are provided to the State Board of Education, school districts, schools, principals and teachers.

Future—It was reported that the most likely changes in the program would occur in funding, population tested and the use of data. There are no major problems.

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NEW HAMPSHIRE

New Hampshire had statewide testing programs from 1958 through 1971-72, due to the availability of federal funds. There were no ESEA Title III needs assessment funds available in the state in 1972-73 and hence no statewide testing program. In New Hampshire most of the educational funding is raised by the school districts. The State Department of Education does not have state funds for testing.

The Testing Advisory Committee has been in operation for two years and is continuing in the planning of programs for use whenever funds become available. The committee has been composed of educators from several districts and has recently been expanded to include representatives of parent organizations, school board members, teachers and others.

Plans for the future incline toward standardized reading readiness tests; reading and arithmetic tests (grades 3, 6, 8); career guidance tests (secondary school); and inventories of attitudes toward school and specific subjects (especially grade 6). Local use of test results will be emphasized. More state-level supporting services such as workshops and data analysis are planned.

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NEW JERSEY

Purpose—The major purpose of the New Jersey Educational Assessment Program was to provide information useful to the development of programs and thrusts designed to move education closer to attainment of the statewide educational goals, adopted by the State Board of Education in 1972. The Program included assessment of student achievement, educational needs and influences on learning.

Policy—The State Department of Education primarily determined how the program was conducted with citizen's advisory groups, the Chief State School Officer, the Governor's office, State Board of Education, teachers, administrators and local boards of education throughout the state providing consultation on program development and modification.

Administration—The state's Office of Educational Assessment coordinated the progam statewide. The program is totally supported by state funds.

Population—All public school students in grades 4 and 12 were tested. In 1972-73 250,000 students were tested; one-hundred percent of all eligible schools participated.

Instrumentation—Tailor-made achievement tests were developed through the cooperative efforts of an outside contractor, the State Department of Education and various committees composed of teachers, administrators, subject area specialists, students and citizens. The tests were designed to assess students' mastery of objectives that were determined through surveys of classroom teachers. The students were tested for achievement in reading and mathematics.

Data Collection and Processing—Classroom teachers and the school administrative staff (under the direction of a district test coordinator) were responsible for giving the tests in November. Educational Testing Service was responsible for scoring the tests. Tests results were reported in terms of "performance referenced" scores—the proportion of students at each reporting level that achieved each of the educational objectives measured by the tests.

Use of Data—The results of the program were used to assist the State Board of Education in the allocation of existing resources, to provide information to local districts which can be used to suggest and/or modify instruction, to identify exemplary programs and for program evaluation and planning. Information on factors such as cost of instructional programs, dropout rates, ratio of paraprofessionals or teacher aides to students, previous course work of students, racial/ethnic data, class size and socioeconomic data is collected to help local districts analyze the test data. The Department of Education has plans to aid teachers, administrators and curriculum specialists with interpretation of the data.

Dissemination—State Board of Education policy requires that data, except for information related to individual students or teachers, be released to the public. Program data may not be released without interpretive materials. Such materials must be developed for each educational level to which information will be provided. Last year, local educators prepared interpreted school system and individual school reports for public dissemination. These reports were made available to the State Department of Education, the Governor, the legislature, newspapers, other states, the State Board of Education, school districts, schools, students, parents, teacher organizations and the general public. The State Department of Education prepared interpreted state, regional, district type and county reports.

Prospects for the Future—The program will continue, with probable modifications in target population, areas assessed, measuring instruments, data collection and processing, interpretation and use of data and dissemination procedures. In October 1973, students in grades 4, 7, and 10 were tested in achievement in reading and mathematics.

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NEW MEXICO

Purpose—The major purposes noted for the New Mexico Statewide Evaluation Program were: instructional evaluation and the provision of data to local education agencies, including information for longitudinal analysis.

Policy—Program policy is determined by the Chief State School Officer, representatives of major school systems, the State Board of Education, the state legislature and the State Department of Education.

Administration—The Evaluation, Assessment, and Testing Unit of the State Department of Education administers this program. It is funded by the state and ESEA Titles III and V funds.

Population—Approximately 90,000 students from grades 1, 5, 6, 8, 9 and 12 were tested in 1972. School participation was required with 100 percent of eligible schools included in the program. Participation in grades 1, 5 and 8 is open to public and private schools. However, only public schools are eligible for participation in grades 6, 9, and 12.

Instrumentation—*The Otis-Lennon Mental Ability Tests* were administered in grade 1. The *Comprehensive Test of Basic Skills* and the *Short Form Test of Academic Aptitude* were administered to fifth and eighth graders. The tests measured the following areas: scholastic aptitude, mathematics, language skills and work study skills. These instruments were selected by the State Department of Education and the Statewide Evaluation Advisory Committee consisting of curriculum specialists, guidance counselors and school superintendents. The State Education Agency developed the tailor-made tests called *New Mexico Objectives Based Measures* which were administered to sixth, ninth, and twelfth graders to measure state objectives of local priority in mathematics, natural science, social studies, communication skills and career education.

Data Collection and Processing—The tests were administered during October and April by classroom teachers; however, a representative from the State Department of Education was present to assist the teachers with any problems that arose and to answer any questions. The test publishers were responsible for scoring the standardized tests and the State Department of Education scored the tailor-made measures. Local, state and national norms were provided for the standardized tests. State means are provided for the objectives based measures. Additionally, an absolute score and a relative score (expectancy) is provided.

Use of Data—Results of the program were used for allocation of state or federal funds, instruction, comparative analysis across schools, identification of exemplary programs, guidance, program evaluation, program planning, college placement and college admissions. Test coordinators (State Department of Education personnel in the Division of Instruction) assisted guidance counselors, classroom teachers, community groups and local and state school boards in interpreting test results through workshops, consultations, publications and audio-visual aids.

Dissemination—The Department of Education and the test publishers prepare a variety of reports from the data obtained from standardized tests: state summaries, class summaries and student reports. For the objectives based measures, reports are prepared by school within districts and not by classroom or individual students. Technical or general reports are submitted to the State Education Agency, the State Board of Education, school districts, schools, the legislature, newspapers, parents, principals, teachers and teacher organizations.

Future—It was reported that any minor changes in the program would occur in the areas assessed, tests used, data processing procedures, use of data, interpretive materials and dissemination of results. The major problem associated with this program is the feeling among the larger school districts in the state that the State Department of Education has been involved in the usurpation of local testing programs. Throughout the state the feeling has been voiced that the State Department has moved too rapidly in establishing this program. Critics have pointed out the need for program stability.

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REFERENCES

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1972-73 Annual Report, Evaluation and Assessment Unit. New Mexico State Department of Education, Instructional Services Division. (TM 003 026)

A Manual for Teachers to Aid the Understanding and Implementation of Statewide Evaluation. New Mexico State Department of Education, 1972-73. (TM 003 029)

A Manual to Aid the Understanding and Implementation of Statewide Evaluation, Revised Edition. New Mexico State Department of Education, 1972-73. (TM 003 027)

Analysis of Statewide Testing Program Results 1972-1973, Grades 1, 5 and 8 and ACT Report 1973. Evaluation Unit, State Department of Education, March 1973. (TM 003 025)

NEW YORK

The New York State Education Department provides a testing service to schools on the selection, use and interpretation of standardized tests and on improving their own local, school and classroom tests. The service also provides test-loan packets to schools so that schools developing their own standardized testing programs can have easy access to the different tests.

The State Education Department also administers eight major testing programs in the elementary, secondary and continuing education program areas.

I. Pupil Evaluation Program (PEP)

Purpose—The major purposes of the New York State Pupil Evaluation Program are to identify educationally disadvantaged students and to measure the reading and mathematics achievement of these students.

Policy—The State Board of Regents determines program policy.

Administration—The Division of Educational Testing of the State Education Department coordinates the program statewide. The program is financed primarily by federal ESEA Title I funds.

Population—All students in grades 3, 6 and 9 are required to participate with the exception of severely mentally, physically or emotionally handicapped students. Both public and nonpublic schools are included. Approximately 930,000 students were tested last year.

Instrumentation—The PEP tests are standardized survey tests in mathematics and reading developed by the State Education Department with the aid of special committees of teachers.

Data Collection and Processing—The tests are administered during the first two weeks of October. Classroom teachers administer the tests under the direction of the school administrative staff. Local school or district personnel score the tests. State norms are used, based on the scores of all pupils tested statewide in 1966. Reference data is also provided by type of school and community.

Use of Data—Program results are used for the allocation of state and federal funds, budgeting, instructional planning, comparative analyses across schools, identification of exemplary programs, program evaluation, program planning and other accountability purposes. The State Education Department provides workshops, consultations and publications for local administrators to assist their interpretation of test results.

Dissemination—The State Education Department prepares an annual summary report and other special reports on request. The State Education Department also provides analyses and summaries to each local school and school district. It is the responsibility of the school district to report its results to the community. Copies of school and school district results are also available from the Department to all persons with a reasonable interest.

Future—The program has been in effect for eight years and is fairly stable. It is expected to continue.

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NEW YORK

II. Regents Examination Program

Purpose—The Regents Examination Program is intended to aid schools in the assessment of individual pupil achievement and the evaluation of instructional programs, and to establish and maintain statewide standards of quality.

Policy—Program policy is determined by the State Board of Regents with the advice and help of representatives of the local school systems.

Administration—The Division of Educational Testing of the State Education Department coordinates the program statewide. The program is supported by a combination of state and federal funds.

Population—The target groups are defined by the courses of study. All students in grades 9-12 who take Regents courses are expected to take the Regents examinations in those courses. Other students may also take Regents examinations with the approval of the high school principal. All public schools are required to use the Regents examinations. Approximately 1,300,000 papers are written by 700,000 students annually.

Instrumentation—Examinations are provided in 21 subject areas included under the cognitive areas of English, foreign languages, mathematics, natural science, social science and business. The examinations are prepared by the State Education Department with the assistance of hundreds of teachers each year who serve as item writing and examination review consultants. New examinations are prepared for each of the three administration periods each year.

Data Collection and Processing—Tests in all 21 sub-

jects are administered in June. In August tests are administered in 17 subjects; in January in six subjects. Classroom teachers administer and score the tests and a five percent sample is reviewed in the State Education Department. Scores are interpreted mainly on the basis of a 65 percent pass-mark; statewide norms are available. Individual pupil scores are used for local grading purposes, for guidance and for determining eligibility for a state endorsed diploma.

Use of Data—Program results are used for instructional planning, guidance, program evaluation and public information. Subject specialists within the State Education Department provide publications and, for some subjects, workshops to aid administrators, guidance counselors and classroom teachers in interpreting and using test results.

Dissemination—Test scores are reported to students and incorporated into their records. School results are reported to the State Education Department for the preparation of statewide summaries. These summaries are disseminated to the schools and are available to the public.

Future—The Regents Examination Program, having been in existence since 1865, is stable and is expected to continue.

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NEW YORK

III. Statewide Achievement Examination Program

Purpose—The Statewide Achievement Examination Program is intended to aid schools in the assessment of individual pupil achievement and the evaluation of instructional programs.

Policy—The State Board of Regents determines program policy with the advice and help of representatives of the local school systems.

Administration—The Division of Educational Testing of the State Education Department coordinates the program statewide. The program is supported by a combination of state and federal funds.

Population—The target groups are defined by courses of study. The Statewide Achievement Examination courses are taken by high school students with less scholastic ability or different interests than students enrolled in Regents courses. The examinations are entirely optional; the schools are not required to use them. Approximately 150,000 examinations are written each year.

Instrumentation—Examinations are provided in five subjects: English, Social Studies, General Biology, General Chemistry and General Physics. The examinations are prepared by the State Education Department with the assistance of classroom teachers. New examinations are prepared each year.

Data Collection and Processing—These examinations are administered in June in approved secondary schools by local school personnel. Classroom teachers also score the exams. Scores are interpreted on the basis of a recommended pass-mark of 65 percent; no norms are prepared.

Use of Data—Individual pupil scores are used for local grading purposes, and group results are used for instructional planning and program evaluation.

Dissemination—Schools do not report results to the State Education Department, consequently no statewide summaries are available.

Future—New York hopes to add other examination subjects in the future years.

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NEW YORK

IV. Occupational Education Testing Program

Purpose—The Occupational Education Testing Program is intended to aid schools in the assessment of individual pupil achievement and the evaluation of instructional programs.

Policy—The State Board of Regents determines program policy with the advice and help of representatives of the local school systems.

Administration—The Division of Educational Testing of the State Education Department coordinates the program statewide. The program is funded by the Federal Vocational Educational Act.

Population—The target groups are defined by courses of study. The Occupational Education Tests are taken by high school students in trade and technical programs preparing them for employment in industry or for further education. Examinations are entirely optional; schools are not required to use them. An estimated 100,000 tests are written each year.

Instrumentation—Examinations are provided in 8-10 subjects each year. Examinations are prepared by the State Education Department with the assistance of classroom teachers. New examinations are prepared each year. In June 1973 the following tests were offered.

TRADE EXAMS: *Aviation Technician Maintenance Examination, Examination in Automotive Body Repair, Examination in Automotive Mechanics, Examination in Building Industries Occupations, Examination in Cosmetology,* and *Examination in Trade Electricity and Industrial Electronics.*

TECHNICAL EXAMS: *Examination in Architectural Drafting and Building Construction, Examination in Mechanical Design and Construction,* and *Examination in Technical Electricity and Electronics.*

Data Collection and Processing—The tests are administered each year in June in approved secondary schools and scored locally by classroom teachers. Scores are interpreted on the basis of a recommended pass-mark of 65 percent; no norms are prepared.

Use of Data—Individual pupil scores are used for local grading purposes; group results are used for instructional planning and program evaluation.

Dissemination—Schools do not report results to the State Education Department, consequently no statewide summaries are available.

Future—The program is stable and it is expected to continue for some time.

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NEW YORK

V. Regents Scholarship Testing Program

Purpose—The major purposes of the Regents Scholarship Testing Program are to award scholarships and for college admission and guidance.

Policy—The State Board of Regents determines program policy.

Administration—The Division of Educational Testing of the State Education Department coordinates the program statewide. The program is financed primarily by state funds.

Population—The test is administered to grade 12 students. Student participation is voluntary. Approximately 165,000 students, or 70 percent of those graduating, take the exam annually.

Instrumentation—*The New York State Regents Scholarship and College Qualifying Test (RSCQT)* is administered in two parts: Part I—Aptitude and Part II—Achievement. The achievement section mirrors the required courses in high school: English, mathematics, natural science, social studies, music and art. The aptitude section is similar in content to the aptitude section of the *Scholastic Aptitude Test.* This instrument is tailor-made each year by the State Education Department with the aid of teachers throughout the state.

Data Collection and Processing—The test is administered in early October by classroom teachers and guid-

ance counselors under the supervision of the principal. The State Education Department scores the exams. (State percentile norms are provided to the schools although the test is not considered a normative one.)

Use of Data—The test is used primarily in awarding financial aid. A second use of the test results is college admissions.

Dissemination—The State Education Department sends score reports to the student and school. A publication is also prepared for the news media, listing the test results.

Future—The program has been in effect since 1944 and is very stable. No changes are foreseen for the near future.

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NEW YORK

VI. High School Equivalency Testing Program

Introduction—The New York State High School Equivalency Testing Program originated in 1948 and, although a fee was charged at one time, the costs of the program are now absorbed by the state.

Purpose—The major purpose of the program is to provide a high school equivalency diploma for use primarily for college admission and job requirements.

Policy—The State Board of Regents determines program policy.

Administration—The Division of Educational Testing of the State Education Department coordinates the program statewide. Program activities are funded by the state.

Population—The test is administered to approximately 50,000 applicants annually.

Instrumentation—The program uses the *General Educational Development Tests* of the American Council on Education, both the English language and Spanish language editions.

Data Collection and Processing—The State Education Department administers the test continuously throughout the state. There are 60-70 test centers under the general supervision of local superintendents of schools. The State Education Department scores the test and issues the diplomas. Percentiles are provided on a request basis, but generally the score is the only information reported to the candidate.

Use of Data—Results are used by the candidate to obtain a high school equivalency diploma.

Dissemination—The State Education Department provides candidates, colleges and other agencies with transcripts, as requested by the candidate. Score reports are also provided for agencies preparing students for the test to enable the agencies to improve their programs as needed.

Future—New York would like to see new tests made available more frequently to improve the security of the program.

Comment—As of May 1972, there is an alternative method for earning a high school equivalency diploma. An individual presenting evidence of satisfactorily completing 24 credits of college level work in an approved program leading to a degree or certificate may also apply for an equivalency diploma.

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NEW YORK

VII. College Proficiency Examination Program

Purpose—The major purpose of the College Proficiency Examination Program is to award college credit on the basis of examinations.

Policy—The State Board of Regents determines program policy.

Administration—The State Education Department coordinates the program statewide. The program is funded by state monies. Test fees range from $20 to $30.

Population—Last year approximately 9,000 individuals took the College Proficiency Examinations. Anyone may take the examinations. There are no prerequisites such as age or state of residence.

Instrumentation—The following tests are offered:

HEALTH EDUCATION SCIENCES: *Health I: Personal Health—Physical Aspects; Health II: Personal Health—Emotional-Social Aspects; Health III: Public-Environmental Health.*

ARTS AND SCIENCES: *African and Afro-American History; American History; American Literature; Applied Music; Biology; Earth Science; European History; Freshman English; Shakespeare.*

EDUCATION: *History of American Education; Educational Psychology; Philosophy of Education; Reading Instruction in the Elementary School.*

LANGUAGES: *French; German; Italian; Russian; Spanish.*

NURSING SCIENCES: *Fundamentals of Nursing; Maternal and Child Nursing (Associate Degree Level); Maternal and Child Nursing (Baccalaureate Level); Medical-Surgical Nursing; Psychiatric-Mental Health Nursing.*

The biology, European history and American history tests are the objective portions of the Advanced Placement examinations purchased from Educational Testing Service (ETS). The language tests are the MLA examinations, also purchased from ETS. All other tests are tailor-made by individual examination committees of faculty members from state colleges and universities. The Board of Regents solicits recommendations from the field in order to staff the committees. These same committees selected the Advanced Placement and MLA examinations.

Data Collection and Processing—The tests are administered four times annually: May, August, November and February. The State Education Department contracts faculty members at each participating college or university to administer the tests. The State Education Department scores the objective portions of the tests. The faculty committee grades the essay portions. State norms are used.

Use of Data—Program results are used to give college credit to the candidates.

Dissemination—The only reports issued by the State Board of Regents are score reports to the candidate and transcripts to colleges at the candidate's request.

Future—The State Board of Regents hopes to increase the number of tests offered in the future.

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REFERENCES

Examination Descriptions and Study Guides may be obtained from the program office.

NEW YORK

VIII. Regents External Degree Program

Purpose—The major purpose of the Regents External Degree Program is to award college credit and degrees on the basis of examinations. Degrees currently available include: an Associate in Arts, Bachelor of Science in Business Administration and an Associate in Applied Science in Nursing. A Bachelor of Arts degree will be available within a few months.

Policy—The State Board of Regents determines program policy.

Administration—Because the program is funded by private foundation support, the program is coordinated

by the State Board of Regents rather than the State Education Department. There is a test fee of $25 for most examinations; however, advanced level and special examinations range higher.

Population—Anyone who wishes to take one of the tests will be permitted to register. This will be the first year of operation.

Instrumentation—The program's tests are concerned with the areas of business and nursing. No special examinations were constructed for the Associate in Arts degree. The candidate can meet the requirement for this degree with regular courses and/or approved college proficiency exams: College-Level Examination Program (CLEP), United States Armed Forces Institute (USAFI), and Advanced Placement Program (APP). The following tailor-made tests are offered for the business and nursing degree programs:

NURSING: *Nursing Health Care; Commonalities in Nursing Care—Parts I and II; Differences in Nursing Care—Parts I, II, and III; Occupational Strategy; Clinical Performance in Nursing* (candidate must meet all other requirements before this exam can be taken).

BUSINESS: *Accounting—Levels I, II, III; Finance—Levels I, II, III; Marketing—Levels I, II, III; Management of Human Resources—Levels I, II, III; Operations Management—Levels I, II, III; Business Environment and Strategy.*

In order to apply for a degree in Business Administration, the candidate must complete appropriate college courses or take all Level I tests, two Level II tests, and the Level III test in his area of concentration. The *Business Environment and Strategy Test* must also be taken. All tests are constructed by committees of faculty members from state colleges and universities. The Board of Regents solicits recommendations from the field in order to staff the committees.

Data Collection and Processing—The tests are administered four times annually: May, August, November and February. The State Education Department contracts faculty members at each participating college or university to administer the tests. The State Education Departments scores the tests. State norms are used.

Use of Data—Program results are used to give college credit to the candidates.

Dissemination—The only reports issued by the State Board of Regents are score reports to the candidate and transcripts to colleges at the candidate's request.

Future—The State Board of Regents hopes to increase the number of tests offered in the future.

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REFERENCES

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NORTH CAROLINA

Purpose—The major purposes noted for the State Assessment of Educational Progress in North Carolina were: instructional evaluation, the provision of state and regional norms, and establishing baseline status data for planning purposes for groups both within and outside the State Education Agency.

Policy—Program policy is determined by the Chief State School Officer and the State Board of Education.

Administration—The Division of Research in the State Department of Public Instruction, administers this program. It is funded by a combination of federal and state funds.

Population—Approximately 12,000 students from grade 6 were tested in 1972. School participation was not required but 100 percent of eligible schools participated in the program.

Instrumentation—Matrix sampling resulted in four "packages" with one cognitive test, an academic ability test, and a non-cognitive instrument given to each student. Three of the four cognitive tests came from the

Iowa Tests of Basic Skills–reading, language arts, and mathematics. The fourth cognitive test, the *Cognitive Vocational Maturity Battery* was developed at the Center for Occupational Education at North Carolina State University and measures general career awareness. The *Lorge-Thorndike Intelligence Test* was chosen to measure general academic ability. The State Education Agency developed the *Student Attitude Questionnaire* to measure self-concept, attitude toward school, teachers, peers, home and family, as well as the student's perception of his motivation to succeed.

Data Collection and Processing–These tests were administered during April not by teachers but rather by specialists from the central unit administrative staff. Measurement Research Center scored the tests. State, regional and national norms were derived from this data.

Use of Data–The results of the program were used for program evaluation, program planning, and as baseline status information. Both the State Education Agency and the local education agencies assisted administrators, guidance counselors, classroom teachers, P.T.A. and school boards in interpreting test results through workshops, consultations, publications and audio-visual aids.

Dissemination–A variety of reports were prepared by the State Education Agency from an initial technical report from the Research Triangle Institute. Summaries of state, regional, type of community and compensatory education results were submitted to the State Education Agency, the Governor, the legislature, the Legislative Research Commission, newspapers, the State Board of Education, school districts, schools, principals, teacher organizations, state colleges or universities and state agencies outside of North Carolina.

Future–It was reported that the most likely changes in the program would occur in the population tested, funding, areas assessed, use of data, interpretive materials, and dissemination of results. The chief problems associated with this program involve data use and data interpretation. The contact feels that there are two special characteristics of the State Assessment of Educational Progress in North Carolina: (1) program sampling procedures using cluster and matrix sampling are stressed and (2) the kind of assessment to be done is left to the state school superintendent rather than mandated by legislation.

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NORTH DAKOTA

Purpose–The major purposes of the North Dakota State Testing Program were: guidance, identification of individual problems and talents, instructional evaluation and placement and grouping of students.

Policy–Program policy is determined by the State Education Agency.

Administration–The Guidance and Counseling Section of the North Dakota Department of Education administers this program. It is funded by the state, local districts, and ESEA Title III funds.

Population–Approximately 85,000 students from grades 3, 5, 7, 9 and 11 were tested in 1972. School participation was not required but 65 percent of eligible public and private elementary and 52 percent of eligible public and private secondary schools were included in the program.

Instrumentation–The *SRA Achievement Series* was administered to third, fifth and seventh graders. The *Iowa Tests of Educational Development* were given to ninth and eleventh graders, and the *Iowa Tests of Basic Skills* was given to fifth and seventh graders. These tests measured the following areas: aptitude, intelligence or scholastic aptitude, mathematics, natural science, reading, and social science. The tests were selected by the State Education Agency.

Data Collection and Processing–The tests were administered during September by classroom teachers, guidance counselors and school administrative staff. Scoring of the tests was done by the test publishers. Local, state and regional norms were provided.

Use of Data–Results of the program were used for instructions, program evaluation and program planning. The State Education Agency conducted workshops to assist administrators, guidance counselors, and classroom teachers in interpreting program results.

Dissemination–A variety of reports are prepared by the State Education Agency: state summaries, school system summaries and school summaries. Copies of these reports are provided to the State Education Agency, school districts and schools.

Future–It was reported that the most likely changes would occur in the areas assessed, tests used and data processing procedures. The only major problem noted for this program is with the software used in scoring.

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OHIO

At the present time, Ohio does not have a statewide testing program.

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OKLAHOMA

There is no official State Testing Program in Oklahoma at the present time.

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OREGON

Oregon does not presently require, by statute or by administrative rule, that public school districts in Oregon maintain an assessment or testing program for elementary or secondary schools. Oregon encourages each district to individually develop such practices at all grade levels—which they do. It is Oregon's feeling that the local school district should have the opportunity to select, administer, score and interpret tests as they identify the need.

At the present time there is no state policy on testing. Following is a proposed policy that is presently being discussed for possible adoption.

The State Board of Education encourages establishment of policies, goals and guidelines for developing and maintaining district-wide standardized testing programs throughout the state. To this end, the State Board will assist districts in implementation of standardized testing programs that are based on needs of students, how testing can help in meeting these needs and how the results will be utilized.

Periodic review is essential to assure that the testing program is consistent with the changing student and curriculum needs. It is the policy of the State Board that test results will be used for information about the student and the curriculum and not to evaluate teacher effectiveness.

Local district policies and guidelines for utilization and dissemination of test results should adhere closely to the statutes governing release of student records.

The following types of standardized tests are recognized by the State Board as types to be considered in development of a total testing program: achievement tests, ability and intelligence tests, aptitude tests and interest tests. The State Board recognizes that other types of tests can be part of a testing program, but should be used only in special situations.

Written permission of the parents should be obtained before administering an individual intelligence test or a personality test. These types of tests belong in the behavioral record and as such fall into the domain of invasion of privacy.

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PENNSYLVANIA

Pennsylvania does not have any statewide testing program at the present time. The Pennsylvania Educational Quality Assessment Program is not considered a formal statewide testing program.

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PUERTO RICO

Evaluation Program

Introduction—In addition to the students tested during the regular testing program, 114,000 students in grades 1-12 were tested for norming purposes. The tests normed were *English Listening Comprehension Test, Spanish Language Test* and *Mathematics Test* developed by Educational Testing Service (ETS). Two forms at each of four levels have been developed.

Purposes—The major purposes of the Evaluation Program are identification of individual problems and talents, grouping of students and awarding of scholarships.

Policy—The Evaluation Division of the Department of Education determines program policy in coordination with the regular program of instruction.

Administration—The Evaluation Division coordinates the program islandwide. Most of the costs are funded from the budget of the Department of Education. Some tests are given, and funded, as part of ESEA Title I projects.

Population—Approximately 292,000 students in grades 4, 6, 7 and 10, or 12 percent of the total student enrollment, participated in the Evaluation Program in 1972-73. Participation is required through a memorandum from the Secretary of Education.

Instrumentation—The tests are constructed by the Evaluation Program Division and private agencies (Educational Testing Service) according to the curriculum of the Regular Program of Instruction of the Department of Education. The following tests are used: *English Reading Test:* grades 7 and 10 (developed by ETS); *Spanish Reading Test:* grades 4, 7 and 10 (developed by ETS); *General Ability Tests:* grades 4, 7 and 10 (developed by the Evaluation Division and professors from the University of Puerto Rico).

A test battery (including science, social studies, Spanish reading, English reading and mathematics) for grade 6 was developed by the Evaluation Division personnel and the Regular Program of Instruction as part of an item bank project. No noncognitive areas have been tested islandwide.

Data Collection and Processing—The *General Ability Tests* are administered during September. The achievement tests are administered during the last two weeks of April. A group composed of specially trained counselors, school directors and social workers administers the tests. The Evaluation Division scores the tests. Puerto Rico develops its own norms.

Use of Data—The program results are used for guidance, comparative analysis across schools and preparation of the annual Evaluation Report for the Office of Education in Washington, D.C. To assist local interpretation and use of program results, workshops are held for the Regional Evaluation Supervisors and Evaluation Coordinators at the local level. The Evaluation Division provides this assistance. Regional and local coordinators hold workshops for administrators, guidance counselors and teachers.

Dissemination—Island, school system, school and class summaries and statistical reports are prepared at the Electronic Center of Educational Data for the Evaluation Program Division. The reports are sent to regional supervisors, local superintendents and administrators. Students receive test reports through their school.

Future—The following elements in the program are most likely to change in the near future: goals, target population, policy control, test administration, areas assessed and tests.

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PUERTO RICO

High School Equivalency Program

Purpose—The major purpose of the High School Equivalency Program is to provide a high school equivalency diploma for college admission and job requirements.

Policy—The Department of Education determines program policy.

Administration—The Program Director, working for the Department of Education, coordinates the program islandwide. Puerto Rico state funds finance the program.

Population—In 1972-73 more than 7,000 individuals 18 years of age or older, elected to take the high school equivalency examinations.

Instrumentation—Two forms of the high school equivalency tests are offered. The *General Educational Development Tests* (GED) of the American Council on Education are administered to English speaking individuals

and a similar test battery developed by the Department of Education is administered to Spanish speaking individuals. Both instruments test the areas covered by the regular high school curriculum: English, Spanish, mathematics, general science and social science.

Data Collection and Processing—The tests are available twice monthly at six test centers. Department of Education staff administer and score the tests. Only grades are reported; no norms are provided.

Use of Data—Test results are used to grant high school equivalency diplomas. Before each test the Department of Education sponsors television programs directed at preparing individuals for taking the Spanish tests.

Dissemination—The Department of Education sends transcripts to the test candidate and to institutions and businesses at the candidate's request. An annual program report is also sent to the Secretary of Education in Puerto Rico.

Future—It is likely that the tests will be revised or changed in the near future.

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RHODE ISLAND

Purpose—The major purposes of the Rhode Island Statewide Testing Program are guidance, instructional evaluation, placement and grouping of students and the provision of data for a management information system.

Policy—The state legislature passed a law requiring uniform testing for students in the state of Rhode Island. State law has been interpreted in the past to mean that there be full scale testing at every level rather than sample implementation and enforcement.

Administration—The Research, Planning and Evaluation Division within the Department of Education administers the program statewide. The program is 100 percent state funded.

Population—During the 1973-74 academic year grades K, 2, 4, 6, 8 and 9 will be tested. During the 1972-73 year grade 5 was also tested. Participation is required in grades K, 4 and 8. The individual school can decide whether to administer the *Differential Aptitude Tests* to grade 8 or 9. Last year approximately 110,000 students, or about 99 percent of all the eligible students, were tested.

Instrumentation—Aptitude, intelligence, English, mathematics, reading and work study skills are being tested. The following tests were chosen by the Director of Testing and a committee consisting of test supervisors, representatives from colleges and private schools, a representative of the Superintendents Association and other qualified test specialists:

Metropolitan Readiness Test	1972-73	Kindergarten
Tests of Basic Experiences	1973-74	Kindergarten
Boehm Test of Basic Concepts	1973-74	Kindergarten
Cognitive Abilities Test	1972-73	Grades 2,5,6
	1973-74	Grades 2,4,6,8
Iowa Test of Basic Skills	1972-73	Grades 2,4,5,6,8
	1973-74	Grades 2,4,6,8
Lorge-Thorndike Intelligence Test	1972-73	Grades 4,8
Differential Aptitude Tests	1972-73	Grade 9
	1973-74	Grades 8,9

Data Collection and Processing—During the 1972-73 academic year there were two testing periods: fall (October through November)—grades 4 and 8, and spring (April through May)—grades K, 2, 5, 6 and 9. Classroom teachers administered the tests. Houghton-Mifflin scores the tests for grades 2, 4 and 8; Westinghouse Learning Corporation scores the tests for grades K, 5 and 6; and The Psychological Corporation scores the tests for grade 9. Local, state and national norms are provided.

Use of Data—Program results are used for instruction, comparative analysis across schools, guidance, program planning and program evaluation. The State Education Agency and the test publishers assist local interpretation of test results by providing workshops, consultations and audio-visual aids for the classroom teachers, guidance counselors and administrators.

Dissemination—State, school system, school, class and student summaries are prepared by the State Education Agency, Rhode Island College and the three test publishers working out of Measurement Research Center (MRC). Program reports are sent to the State Education Agency, the State Board of Education, school districts, schools, principals, teacher organizations and teachers; and this year for the first time reports will be sent to the newspapers.

Future—Program coordinator, areas assessed, tests, norms, use of data, interpretive materials and dissemination of results are likely to change or be expanded in the near future. A limited staff in the State Education Agency prevents the degree of teacher training for test administration that is desired.

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SOUTH CAROLINA

Purpose—The major purposes of the South Carolina Statewide Testing Program are to provide definitive information to be used as a basis for pupil guidance, to identify individual problems and talents, to evaluate instruction, and to provide data to be used for management decisions through an effective information system. These purposes stem from objectives adopted by the State Board of Education which serve to identify problems, and assist the implementation of programs designed to improve education. The testing program is an attempt to provide information to the state and local districts which relates to an assessment of these objectives.

Policy—The Department of Education, in conjunction with the Board of Education and the Superintendent, determines program policy.

Administration—The Department of Education through the Office of Research is responsible for coordinating the program statewide. The activities of this office are funded by state and federal monies including some Title III funds.

Population—In 1972-73, all fourth and seventh grade students in the participating schools and a sample of ninth and twelfth grade students were tested. In 1973-74 students in grade 11 will be substituted for the twelfth grade, in order to test the principal target population of sixteen-year-olds. School participation is not required, although participation is essentially universal. Approximately 85 percent, or 105,000 of the eligible students, were tested in 1972-73.

Instrumentation—In 1972-73, the Office of Research of the Department of Education in conjunction with the Superintendent selected the *Iowa Tests of Educational Development* for grades 9 and 12, the *Comprehensive Tests of Basic Skills* for grades 4 and 7, and the *Short Form Test of Academic Aptitude* for grade 4. These tests measured aptitude, English, mathematics, natural science, reading and social studies. The Department of Education plans to use the *Comprehensive Tests of Basic Skills* in all grades (4, 7, 9, and 11) in 1973-74. A measure of self-concept was pilot tested in grades 5, 8, and 11. The Department of Education is working cooperatively with a social psychologist from Johns Hopkins University in revising an instrument for self-concept. This instrument will be, in a sense, tailor-made, since it will be a subscale of the *Psycho-Social Maturity Scale*. The test battery is expected to expand in the near future to include measures of health, physical fitness, speaking, listening, safety, citizenship and cultural arts.

Data Collection and Processing—Classroom teachers administer the tests in October and May. The test publisher has been scoring the regular tests, and Measurement Research Center at Westinghouse Learning Corporation scored the self-concept measure; however, the Department of Education will probably score some of the tests in the future. School district, state and national norms are used.

Use of Data—The results of the program are used for guidance, program evaluation, program planning, public relations and allocation of funds, in the sense that the results are used to identify districts where the performance is poor. An effort will then be made to assist these districts with personnel and funds. On the local level, results may be used for teacher evaluation and identification of exemplary programs. The Department of Education, the test publisher and district education agencies hold workshops to assist local interpretation of the data. These workshops include consultations, publications and audio-visual aids.

Dissemination—The test publisher provides student records, classroom summaries and several types of technical reports to the Department of Education, school districts, schools, students, principals and teachers. Parents receive these reports only by decision of the individual schools. Based on these technical reports, the State Department of Education and local departments of education prepare state, school system and school summaries, and disseminate these summaries to newspapers, the State Board of Education, school districts, every county library and offices within the Department of Education. The governor and legislature have access to the reports, although they may not specifically receive copies.

Future—The elements likely to change in the near future are the target population, areas assessed, and tests, as mentioned under *Instrumentation*. Other likely changes include funding and data processing procedures. The

results will probably be more widely disseminated and more detailed. The Department of Education is presently awaiting the revision of several objectives which will cause the emphasis of the program to be more expansive. The major problem of the program is funding.

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SOUTH DAKOTA

Purpose—The major purposes of the South Dakota Statewide Testing Program are to: help identify individual student needs, assess the school's educational program and provide a statewide assessment of educational needs.

Policy—An advisory committee of school counselors determines program policy. The participating counselors are appointed by the State Superintendent.

Administrators—The Guidance and Counseling Section of the Department of Education and Cultural Affairs, Division of Elementary and Secondary Education, coordinates the program statewide. The program is funded by ESEA, Title III.

Population—Approximately 25,000 private and public school students in grades 4 and 9 were tested in 1972-73. Although participation is not required, about 95 percent of the eligible schools participated.

Instrumentation—The *SRA Achievement Series* was administered to grade 4 students and the *Iowa Tests of Educational Development* was administered to grade 9 students. The areas tested are English, mathematics, natural science, social science and reading. The tests were selected by the committee of guidance counselors.

Data Collection and Processing—The tests are administered during September and October by school counselors. The test publishers score the tests. Local, state and national norms are used.

Use of Data—Program results are used on a local level for instruction, guidance, program evaluation and program planning. The data is also used by the state to gain information on statewide educational needs. The Division of Elementary and Secondary Education (SEA) and the test publishers provide workshops and consulting to help administrators, school counselors and classroom teachers interpret and use program results.

Dissemination—The test publishers prepare state summaries, school system summaries, school summaries and student reports which are sent to the respective schools and school districts and to the Division of Elementary and Secondary Education (SEA). The Division also prepares reports as needed.

Future—Money is a major problem related to the program. A change in spending priority may eliminate the testing program. The areas most likely to change in the program in the near future are goals or objectives, areas assessed and the tests used.

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TENNESSEE

Introduction—Since 1936, testing programs have been made available in Tennessee, funded with various combinations of local, state and federal monies. The Tennessee State Testing and Evaluation Center offers a wide variety of tests and services. The program discussed here involves only that phase which is paid for through the state agency.

Purpose—The major purposes of the Tennessee testing program are: guidance, identification of individuals with learning problems, identification of the talented, instructional evaluation and the provision of data for a management information system.

Policy—Program policy is determined by the State Department of Education and the State Testing and Evaluation Center in consultation with users of the services.

Administration—The Field Services Division of the State Department of Education administers the program through the State Testing and Evaluation Center located on the University of Tennessee campus at Knoxville.

Population—During the 1972-73 school year, tests were administered to students in grades 5 and 8. Eighty-eight percent of the eligible schools participated; 180,375 students were tested. The population has been expanded for 1973-74. School districts have the options of choosing three grade levels from grades 5, 8, 9, 10, 11 and 12. School participation is not required.

Instrumentation—For 1973-74, state funded programs provide choices from among the following: *Differential Aptitude Tests* (choice of one grade level: 9, 10, 11 or 12), *Metropolitan Achievement Test* in grades 5 and 8, and the *Career Maturity Index* in grades 8 and/or 11. These tests measure science, reading, social science, career maturity, and aptitude. An *Attitudes Toward School Survey* developed by the Bureau of Research, Memphis State University, and the State Testing and Evaluation Center will be provided in grades 8 and/or 11.

Data Collection and Processing—The local school districts administer the tests, mostly in the fall. The State Testing and Evaluation Center and the University of Tennessee score and process the tests on a NCS Sentry 70 and an IBM 360-65 computer facility.

Use of Data—The results of the program are used for instructional evaluation, comparative analysis across schools, identification of exemplary programs, guidance, program evaluation and program planning. The State Department of Education and the University of Tennessee provide workshops, consultations and publications to adminisrators, counselors, classroom teachers, community groups, PTAs and school boards.

Dissemination—The State Testing and Evaluation Center prepares state, regional, school district, school and individual pupil reports. State norms are disseminated to all users.

Future—Providing appropriate instrumentation, improving the uses of tests, and funding are major problems associated with the program. The most likely changes to occur in the near future are changes in sources of funding and a more comprehensive analysis of the results for state and district uses. Research will continue to identify the school and non-school correlates of achievement.

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REFERENCES

Annual Catalog of Tests and Services. Tennessee State Testing and Evaluation Center.

The Prediction of Achievement Means of Schools from Non-School Factors through Criterion Scaling. Tennessee State Testing and Evaluation Center.

TEXAS

Purpose—The major purposes of the Texas Criterion Referenced Testing Program are guidance, individualized instruction and educational needs assessment.

Policy—The State Department of Education with advice from local school personnel determines the program policy.

Administration—The Division of Guidance Services in the State Department of Education coordinates the program statewide. The activities of this division are funded by Title III ESEA.

Population—For the past three years, the program has been administered in the sixth grade. Last year, 60 percent of the eligible schools participated in the program; 145,000 students were tested. School participation is voluntary. The testing program is available to public and private schools.

Instrumentation—The State Department of Education, assisted by reading and mathematics teachers, selected the *Prescriptive Reading Inventory* and the *Prescriptive Mathematics Inventory.*

Data Collection and Processing—The tests are administered in September, usually by guidance counselors. The test publisher, CTB/McGraw-Hill, is responsible for scoring the tests. Since these tests are criterion referenced, the norms reported are the percentage of students who mastered each objective tested.

Use of Data—Texas has a system of 20 regional service centers. In each center, there is a regional guidance coordinator. After the tests are administered and scored, the guidance coordinators conduct workshops to aid guidance counselors and classroom teachers in the interpretation of the data. Representatives of CTB/McGraw-Hill assist the regional guidance coordinators with these workshops.

Dissemination—The State Deparment of Education prepares state, school system, school, class and regional summaries, as well as student reports. These summaries

are disseminated as appropriate to the school districts, schools, principals and teachers; the reports are also available within the Department of Education.

Future—The elements most likely to change in the near future are the target population, policy control, areas assessed and instrumentation. There are no major problems related to the program other than the unique problems associated with using criterion referenced tests in a statewide program. Texas is striving for a satisfactory method of reporting the results of criterion referenced testing.

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UTAH

At the present time, Utah does not have a formal state testing program. Each school district may independently select achievement, intelligence, aptitude and other tests which are appropriate to their particular needs. Mandatory statewide testing programs have received increased legislative consideration in recent years but to date specific laws have not been enacted.

The past two years a special statewide testing program, Project Identification, has been conducted to help local school districts evaluate individuals who have been referred with suspected physical and/or mental handicaps. In this program, which helps the state meet recommendations of House Bill 105, a special team of psychological testing consultants administers an individual diagnostic test battery to a stratified random sample of students who currently are not receiving special education services. This test battery includes the *Bender-Gestalt*, either the *Wechsler* or *Stanford-Binet* intelligence tests and the *Draw-A-Person* and *Sentence Completion* assessment devices. Additional information is collected through specially designed parent and teacher inventories and behavior rating scales. Federal ESEA Title VI funds support the major portion of the program.

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VERMONT

At this time, Vermont has no statewide testing program.

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VIRGIN ISLANDS

Purposes—The major purposes of the Program of Guidance, Counseling and Testing are guidance, identification of individual problems and talents, instructional aid, placement and grouping of students and the provision of high school equivalency exams.

Policy—Policy is determined by the Division of Pupil Personnel Services with the cooperation of the testing committee and the Division of Curriculum and Instruction. All decisions must have the approval of the Commissioner.

Administration—The program is administered through the Division of Pupil Personnel Services. $20,000 is provided by ESEA Title III. The difference in program costs is financed with local funds.

Population—During the 1972-73 year, grades 1-11 were tested. The regular testing program includes only grades 1, 3, 6, 8, 9 and 11, but grades 2, 4, 5, 7 and 10 were included under a special ESEA Title III assessment program. Approximately 15,000 students were tested. Participation is required; however, the existence of special bilingual programs in some schools brought participation down to 90 percent of the schools.

Instrumentation—The areas tested are: mathematics, natural science, reading, social science, aptitude and achievement. Vocational and occupational interests are inventoried. Intelligence tests are administered only when necessary. The following standardized tests are being used:

Stanford Achievement Test	grades 3,6,8,9,11 also grades 4,7,10
Differential Aptitude Tests	grade 9 1972-73 also grades 10 and 11 in one district only

California Achievement Tests	placement for non-citizens–grades 3-12
California Test of Basic Skills	1972-73 for high school equivalency
Metropolitan Achievement Tests	1973-74 for high school equivalency

Other tests made available to schools for use at their discretion are:

Gates-McGinitie Reading Test	chiefly for elementary grades
Stanford Diagnostic Reading Test	
Lorge-Thorndike Intelligence Test	
Kuhlman-Anderson Test	

The tests are selected by the Division of Pupil Personnel Services and a committee of teachers, counselors and specialists selected on the recommendation of the Division of Pupil Personnel Services.

Data Collection and Processing–The tests are administered in the fall and spring. Guidance counselors, with limited help from classroom teachers, administer the tests. On the primary level (grades 1-3) the tests are scored at the school. All other tests (grades 4-11) are scored by the test publishers. National norms are provided.

Use of Data–Program results are used for instruction, guidance, program evaluation, program planning and as vocational and academic aids. The Division of Pupil Personnel Services arranges for meetings by grade level to discuss interpretation and use of program results with administrators, classroom teachers and students.

Dissemination–School and class summaries, and in some instances student profiles, are prepared by the Division of Pupil Personnel Services and the test publishers. These reports are distributed to the schools and teachers. Students receive results through their school.

Future–The Virgin Islands is working on the development of local norms. They are also rewriting their educational objectives in behavioral terms. In 1973-74 they would like to concentrate on arithmetic and reading and use more criterion referenced tests. Other recommendations which have been made to improve the program were that classroom teachers be trained to administer the tests and that more interpretive materials be made available. The major problem has been the retrieval of test results. Departmental procedures which must be complied with in obtaining scoring services plus the fact that machine-scoring is done on the mainland contribute to the delay in the return of answer sheets.

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VIRGINIA

Purpose–The major purposes of the Virginia State Testing Program are guidance, identification of individual problems and talents, placement and grouping of students, and the provision of data for a management information system.

Policy–Program policy is determined by the Virginia State Board of Education.

Administration–The Testing Service of the State Department of Education coordinates the program statewide. The activities of this coordination are funded by state monies.

Population–The program is administered in grades 4, 6, 8, and 11. Local options do exist, however, whereby divisions may test other grades. The testing program is required for all schools; the participation rate for last year was 100 percent, which included 542,500 students.

Instrumentation–The Department of Education selected the *SRA Achievement Series* for grades 4 and 6, the *Sequential Tests of Educational Progress* and the *School and College Ability Tests* for grades 8 and 11. These tests plus the *Metropolitan Readiness Test*, the *Kuhlman-Anderson Test* and the *Differential Aptitude Tests* are used for optional grade levels. These tests measure the following cognitive areas: aptitude, mathematics, reading, social science, English expression, writing and science.

Data Collection and Processing–In 1972-73, the tests were administered in the fall and spring; in 1973-74, the students were tested in September and October. The individuals responsible for administering the tests vary according to locality. The test publishers provide scoring services. National, state and division norms are used.

Use of Data–The results of the program are used mainly for instruction and guidance. Workshops and consultations provided by the State and Local Departments of Education and the test publishers are available to administrators, guidance counselors and classroom teachers.

Dissemination—The State Department of Education receives state, school system, county, school and class system summaries as well as individual student reports from data reported by the test publishers. Division summaries are distributed to the State Department of Education, the State Board of Education, Divisions and others on request. Counselors, teachers, and other staff members have access to test results of individual pupils.

Future—In the near future, the elements most likely to change are goals and objectives, funding, tests, data processing procedures and interpretive materials. No major problems related to the program have been reported.

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WASHINGTON

Washington does not have a legislative mandate requiring statewide testing or a state operated student testing program at this time. However, there are developmental efforts underway to assess educational outcomes.

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WEST VIRGINIA

Purpose—The major purpose of the State-County Testing Program is to gather data on student ability and progress for state, county and school use.

Policy—Program policy is determined by the State Board of Education and an advisory committee consisting of teachers, counselors, county guidance directors and university personnel.

Administration—The State Department of Education administers the program through the agency of the Division of Guidance, Counseling and Testing. It is funded by the state.

Population—Approximately 119,000 students from grades 3, 6, 9 and 11 were tested in 1972. School participation was required and 100 percent of the eligible schools were included in the program.

Instrumentation—The Scholastic Testing Service's *Educational Development Series* was administered to grades 3, 6, 9 and 11. This test measures English skills, mathematics, natural science, reading and social studies in the areas of both the U.S.A. and Solving Everyday Problems. There is also an ability section which includes verbal and nonverbal. These tests were selected by an advisory group of teachers, counselors, county guidance directors and university personnel. Noncognitive areas measured were: career interests, attitude toward school subjects and assessment of school plans.

Data Collection and Processing—Ninth and eleventh graders are tested during October; third and sixth graders in March. The local education agency decides which school personnel will administer the instruments. Scoring of the tests was done by the Department of Education, Division of Guidance, Counseling and Testing. Local, county, state and regional norms were reported.

Use of Data—Results of the program were used for instruction, guidance, program evaluation, program planning and college placement. The State Education Agency, college or university, test publishers and county or district education agency assisted administrators, guidance counselors and classroom teachers through workshops, consultations and publications.

Dissemination—A variety of reports is prepared by the Division of Guidance, Counseling and Testing of the State Department of Education: state summaries, county summaries, school summaries, class rosters for grades 3 and 6, student reports and student profiles which go directly to the students. Copies of these reports are provided to the State Department of Education, the governor, the legislature, the State Board of Education, school districts, schools, principals, colleges or universities and related agencies such as the Department of Vocational Rehabilitation on Employment Security, and so on.

Future—The program is presently undergoing an evaluation. Changes will be made in accordance with the results of the evaluation. A major problem related to this program is data processing procedures and cost.

Contact—Keith C. Smith
Director of Guidance, Counseling and Testing
Capitol Complex B057
Charleston, West Virginia 25305
Telephone: (304) 348-2703

WISCONSIN

Purpose—The major purposes of the Wisconsin State Testing Program are guidance, high school equivalency and identification of individual problems and talents. In addition, schools may participate in the testing program for their own individual purposes.

Policy—Program policy is determined by the Wisconsin State Testing Program at the Direction of the State Testing Committee formed by the State Secondary Principals' Association.

Administration—The Wisconsin State Testing Program housed at the University of Wisconsin coordinates the program statewide. The program is self-supporting.

Population—Approximately 150,000 students in grades 3 through 12 were tested in 1972. The percentage of schools which participated is not presently available. School participation is not required.

Instrumentation—The State Testing Committee, with assistance from the Director of the State Program, selected the following tests for use in the program: the *School and College Ability Tests Series II* in grades 4 through 12; the *Iowa Tests of Educational Development —The Assessment Survey*—in grades 9 through 12; the *Sequential Tests of Educational Progress Series II* in grades 4 through 12; the *Henmon-Nelson Test of Mental Ability* in grades 3 through 12; and the *Strong Vocational Interest Blank* for grade 12. The *Wisconsin High School Equivalency Examination* is also offered. These tests are designed to measure aptitude, English, mathematics, natural science, writing and interests. From a list of tests offered the individual schools select those they wish to administer.

Data Collection and Processing—Classroom teachers, guidance counselors and the school administrative staff are responsible for administering the tests during the entire school year from August to June. The Wisconsin State Testing Program Committee is responsible for scoring the tests; local, state and national norms are used.

Use of Data—The results of the program are used in research studies. Also, the individual schools may use the test results for whatever purpose they wish. Schools are encouraged to identify new ways to use their test results in improving the quality of their education and counseling. The Wisconsin State Testing Program Committee provides consultations and attends appropriate conferences to aid administrators, guidance counselors, classroom teachers, community groups, the PTA and school boards in the interpretation of the data.

Dissemination—The Wisconsin State Testing Program routinely prepares individual student reports and class summaries; these summaries are sent to schools. Other reports and item analyses are prepared on request.

Future—The elements in the program likely to change in the near future are the tests used and the norms. The major problems related to the program are the lack of a specified testing program, and the need for additional funding sources to augment services which are now barely self-supporting despite their limited scope. There also exists a need to provide more leadership and locally tailored information and assistance to the participating school districts.

Contacts—William Thomas
Director, Wisconsin State Testing Program
University of Wisconsin
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Coordinator, Curriculum Development
State Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
Telephone: (608) 266-2658

REFERENCES

The Bulletin, Wisconsin Association of Secondary School Principals. ("The Wisconsin State Testing Program," Vol. 3, no. 5, March 1948; "Your State Testing Program," winter issue, 1954; "A Local Test Construction Study," spring issue, 1954; "Our Wisconsin State Testing Program," spring issue, 1955).
Fall Program 1973, The University of Wisconsin.

WYOMING

At the present time, Wyoming has no statewide testing program. The current statewide measurement effort is the Wyoming Educational Needs Assessment Project, which was established to fulfill the requirements of Title III, ESEA.

Contacts—Peggy Bagby
Assistant to Director of WYENAP
The University of Wyoming
College of Education
Laramie, Wyoming 82070
Telephone: (307) 766-6490

Dr. Gary C. Lane, Director
Planning, Evaluation and Research
State Department of Education
Cheyenne, Wyoming 82002
Telephone: (307) 777-7621

APPENDIX A
STATE TESTING PROGRAMS INTERVIEW GUIDE

Spring 1973

State_____ Interviewer_____

Individual Interviewed_____ Date_____

Return to: Office of Field Surveys
Educational Testing Service
Room B-008
Princeton, N. J. 08540
Telephone: 609 921-9000

Program Title and Purposes

1. What is the official name of the program?_____

2. What is the major purpose of the program? (You may check more than one.)
   a. College admissions
   b. Guidance
   c. High school equivalency
   d. Identification of individual problems and talents
   e. Instructional evaluation
   f. Placement and grouping of students
   g. Providing data for a management information system
   h. Scholarship and other awards
   i. Other_____

Program Policy

3. Who determines program policy . . . i.e., how the program is conducted and what changes will be made in the nature of the program?
   a. Citizen's advisory group
   b. Chief State School Officer
   c. Representatives of major school systems
   d. State Board of Education
   e. State Education Agency
   f. State Legislature
   g. State Testing Bureau
   h. College or university
   i. Other_____

Administration of the Program

4. What agency coordinates the program statewide?
   a. College or university
   b. Elementary and secondary education bureau
   c. Planning and Evaluation
   d. Pupil Personnel Services
   e. Research
   f. Other_____

5. How are the program activities of the coordinating agency funded?

Population Tested

6. In what grades is the program administered?_____

7. Is school participation required?
   a. Yes b. No

8. What percent of eligible schools were included last year?_____

9. How many students were tested last year?_____

Areas Tested

10. Which of the following cognitive areas are being tested?
    a. Aptitude, intelligence or scholastic aptitude
    b. English
    c. Foreign language
    d. Health
    e. Mathematics
    f. Natural science
    g. Reading
    h. Social science
    i. Vocational
    j. Writing
    k. Other_____

11. Which of the following noncognitive areas are being tested?
    a. None
    b. Attitudes (specify)
    c. Citizenship
    d. Creativity
    e. Interests
    f. Personal values
    g. Self-concept
    h. Other_____

Instrumentation (See Question 12A.)

12. Were any measures tailor-made or revised for use in the program?

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13. Who developed these tailor-made tests?
    a. Consultants
    b. Outside contractors
    c. State Education Agency
    d. Committees of teachers, curriculum specialists, guidance counselors, etc.
    e. Other_____

14. Who selected the tests used in the program?
    a. Committee (teachers, curriculum specialists, guidance counselors, etc.)
    b. Consultants
    c. Director of Testing
    d. State Education Agency
    e. Other_____

Data Collection and Processing

15. What months of the school year are the tests administered?
    _____

16. Who is responsible for giving the tests, inventories, etc., for the program?
    a. Classroom teachers
    b. Guidance counselors
    c. School administrative staff
    d. Other_____

17. Who is responsible for scoring the tests?
    a. Local school
    b. Local school district
    c. Intermediate education agency
    d. Outside contractors (who?)
    e. State Education Agency
    f. College or university
    g. Test publisher
    h. Other_____

18. What types of norms are used?
    a. Local
    b. County
    c. State
    d. Regional
    e. National
    f. Other_____

Use of Data

19. How are the results of the program used?
    a. Allocation of state or federal funds
    b. Instruction
    c. Comparative analysis across schools
    d. Identification of exemplary programs
    e. Guidance
    f. Program evaluation
    g. Program planning
    h. Public relations
    i. Teacher evaluation
    j. College placement
    k. College admissions
    l. Other_____

20. What efforts are undertaken to assist local interpretation and use of program results?
    a. None
    b. Workshops
    c. Consulting
    d. Publications
    e. Audio-visual aids
    f. Other_____

21. Who provides this help?
    a. State Education Agency
    b. College or university
    c. Test publisher
    d. Local Education agency
    e. County or district education agency
    f. Other_____

22. For whom is this assistance provided?
    a. Administrators
    b. Guidance counselors
    c. Classroom teachers
    d. Community groups
    e. PTA
    f. School boards
    g. Students
    h. Other_____

Dissemination

23. What kinds of reports are prepared?
    a. None
    b. State summaries
    c. County summaries
    d. School system summaries
    e. School summaries
    f. Class summaries
    g. Student reports
    h. Other_____

24. Who receives a copy of the program reports?
    a. State Education Agency
    b. Governor
    c. Legislature
    d. Newspapers
    e. State Board of Education
    f. School districts
    g. Schools
    h. Students
    i. Parents
    j. Principals
    k. Teacher organizations
    l. Teachers
    m. Colleges or universities
    n. Other_____

25. Who prepares the reports?
    a. College or university
    b. Outside contractors
    c. State Education Agency
    d. Test publisher
    e. Other_____

26. Which of the following elements in your program are most likely to change in the near future?
    a. Goals or objectives
    b. Target population
    c. Policy control
    d. Funding
    e. Coordination
    f. Administration of tests
    g. Areas assessed
    h. Tests
    i. Data processing procedures
    j. Norms
    k. Use of data
    l. Interpretive materials
    m. Dissemination of results
    n. Other_____

27. Are there major problems related to the program? Specify.

28. Are there special characteristics of your state program which this interview guide has failed to cover? Specify.

12A. What tests are used in the program and at what grades?

TEST TITLE	GRADE												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Lorge-Thorndike Intelligence Test													
Differential Aptitude Tests													
School and College Ability Tests													
Short-Form Test of Mental Maturity													
Iowa Tests of Educational Development													
Stanford Achievement Test													
Sequential Tests of Educational Progress													
California Achievement Tests													
Iowa Tests of Basic Skills													
Metropolitan Achievement Tests													
Otis Quick-Scoring Mental Ability Tests													
SRA Achievement Series													

Additional Comments:

APPENDIX B

Response Summary

	Purposes Q. 2									Program Policy Q. 3									Administration Q. 4						Funding Q. 5				
	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f	g	h	i	a	b	c	d	e	f	a	b	c	d	e
Alabama		●		●	●									●								●			●	●			
Arizona									●					●							●				●				
Arkansas		●												●								●				●			
California					●		●		●		●		●	●	●						●		●		●		●		
Colorado					●		●		●				●	●	●			●					●		●	●			
Delaware					●				●				●	●				●			●		●		●	●	●		
District of Columbia		●		●	●	●	●						●	●								●			●				
Florida: 12th grade	●	●			●	●		●			●	●						●	●						●				
Florida: 8th grade		●		●	●	●	●			●						●			●				●		●				
Georgia		●		●	●		●						●											●	●				
Hawaii		●		●	●	●	●							●				●			●				●				
Idaho		●		●	●													●				●				●			
Illinois		●		●	●												●	●	●						●			●	
Iowa: FTP		●		●			●										●		●									●	●
Iowa; IBSP				●	●	●											●		●									●	●
Kansas		●		●	●	●							●					●				●				●			
Massachusetts				●							●							●				●		●	●	●			
Minnesota: MSTP	●	●		●		●		●	●									●	●						●				●
Mississippi		●			●	●			●		●													●		●				
Nebraska		●																●						●		●				
Nevada									●				●	●							●						●		
New Jersey					●				●	●	●	●	●	●				●						●		●				
New Mexico					●		●		●		●	●	●	●	●									●		●	●	●		
New York: PEP				●					●					●										●				●		
New York: REP				●	●			●						●										●		●	●			
New York: SAEP				●	●									●										●		●	●			
New York: OETP				●	●									●										●				●		
New York: RSTP	●	●						●						●										●		●				
New York: HSETP	●		●											●										●		●				
New York: CPEP									●					●										●		●				
North Carolina					●		●		●		●			●									●			●		●		
North Dakota		●		●	●	●								●								●				●	●		●
Puerto Rico: EP				●		●		●						●										●		●		●		
Puerto Rico: HSEP	●		●											●										●		●				
Rhode Island		●			●	●	●							●							●		●			●				
South Carolina		●		●	●		●				●		●	●									●			●	●	●		
South Dakota				●	●				●									●				●				●				
Tennessee		●		●	●		●							●			●							●		●				
Texas		●							●					●								●		●			●			
Virginia		●		●		●	●						●									●		●		●				
Virgin Islands		●	●	●	●	●					●	●						●				●					●		●	
West Virginia									●				●					●				●				●				
Programs	5	22	3	23	27	14	14	4	15	2	9	4	21	16	4	1	4	14	7	0	7	10	6	17	29	17	9	5	3
States	4	20	3	19	23	13	14	4	14	2	9	4	15	15	4	1	3	14	5	0	7	10	6	10	23	16	8	4	2

2. What is the major purpose of the program? (You may check more than one.)

   a. College admissions
   b. Guidance
   c. High school equivalency
   d. Identification of individual problems and talents
   e. Instructional evaluation
   f. Placement and grouping of students
   g. Providing data for a management information system
   h. Scholarships and other awards
   i. Other

3. Who determines program policy . . . i.e., how the program is conducted and what changes will be made in the nature of the program?

   a. Citizens' advisory group
   b. Chief State School Officer
   c. Representatives of major school systems
   d. State Board of Education
   e. State education agency
   f. State legislature
   g. State Testing Bureau
   h. College or university
   i. Other

4. What agency coordinates the program statewide?

   a. College or university
   b. Elementary and secondary education bureau
   c. Planning and Evaluation
   d. Pupil Personnel Services
   e. Research
   f. Other

5. How are the program activities of the coordinating agency funded?

   a. State
   b. ESEA Title III
   c. Other federal
   d. Schools/school districts
   e. Other

Population Tested

	Q. 6 K	1	2	3	4	5	6	7	8	9	10	11	12	Other	Q. 7 a	b	Q. 8	Q. 9
Alabama					●				●		●					●	98	165,000
Arizona				●											●		100	36,000
Arkansas									●							●	40	25,000
California		●	●	●			●						●		●		100	1,625,000
Colorado						●						●				●	5s	12,000
Delaware		●			●				●							●	100	30,000
District of Columbia		●	●	●	●	●	●	●	●	●					●		100	100,000
Florida: 12th grade													●		●		100	80,000
Florida: 8th grade									●							●		126,000
Georgia					●				●			●			●		100	250,000
Hawaii					●	●	●	●	●	●	●	●	●		●		100	111,577
Idaho										●		●				●	98	11,000
Illinois												●				●	40	29,000
Iowa: FTP										●	●	●	●			●	90	134,914
Iowa: IBSP		●	●	●	●	●	●	●	●	●						●	95	293,295
Kansas									●							●	71	31,000
Massachusetts								●	●						●		100s	30,000
Minnesota: MSTP												●				●	98	70,000
Mississippi						●			●							●	87	78,000
Nebraska												●				●		12,000
Nevada				●	●											●	100s	5,800
New Jersey					●								●		●		100	250,000
New Mexico		●				●	●		●	●			●		●		100	90,000
New York: PEP				●			●			●					●		100	930,000
New York: REP										●	●	●	●		●		100	700,000
New York: SAEP										●	●	●	●			●	50	150,000
New York: OETP										●	●	●	●			●		100,000
New York: RSTP													●			●		165,000
New York: HSETP														●		●		50,000
New York: CPEP														●		●		9,000
North Carolina							●									●	100	12,000
North Dakota				●		●		●		●		●				●	60	85,000
Puerto Rico: EP					●		●	●			●				●			292,000
Puerto Rico: HSEP														●		●		7,000
Rhode Island	●				●				●						●			110,000
South Carolina					●			●		●			●			●	85	105,000
South Dakota					●					●						●	95	25,000
Tennessee						●			●							●	88	180,375
Texas							●									●	60	145,000
Virginia					●		●		●			●			●		100	542,500*
Virgin Islands		●		●			●		●	●		●			●		90	15,000
West Virginia				●			●			●		●			●		100	119,000
Programs	1	6	3	9	13	8	12	7	16	15	7	15	11	3	16	26		
States	1	6	3	9	13	8	12	7	16	11	5	13	8	2	15	21		7,337,461

6. In what grades is the program administered?

7. Is school participation required?

   a. Yes b. No

8. What percent of eligible schools were included last year?

9. How many students were tested last year?

s = sample

*includes optional grades tested.

Areas Tested

	Q. 10 (Cognitive) a	b	c	d	e	f	g	h	i	j	k	Q. 11 (Noncognitive) a	b	c	d	e	f	g	h
Alabama	●	●			●		●					●							
Arizona							●					●							
Arkansas	●	●			●	●	●				●	●							
California	●	●			●		●					●							
Colorado		●		●	●	●	●	●	●		●		●	●				●	
Delaware	●	●		●	●	●	●				●	●							
District of Columbia					●		●					●							
Florida: 12th grade	●	●			●	●		●				●							
Florida: 8th grade					●		●				●		●					●	
Georgia		●			●		●			●		●							
Hawaii	●				●	●	●	●		●		●							
Idaho	●				●	●	●	●		●		●							
Illinois	●	●			●	●		●								●		●	
Iowa: FTP		●			●	●	●	●			●	●							
Iowa: IBSP		●			●		●				●	●							
Kansas		●			●	●	●	●			●	●							
Massachusetts	●	●			●	●	●				●	●							
Minnesota: MSTP	●															●		●	
Mississippi		●			●		●					●							
Nebraska		●			●	●	●	●			●	●							
Nevada					●		●						●					●	
New Jersey					●		●					●							
New Mexico	●	●			●	●		●	●		●	●							
New York: PEP					●		●					●							
New York: REP		●	●		●	●		●	●	●		●							
New York: SAEP		●				●		●				●							
New York: OETP									●			●							
New York: RSTP	●	●			●	●		●			●	●							
New York: HSETP		●			●		●					●							
New York: CPEP		●	●	●		●		●	●		●	●							
North Carolina	●	●			●		●		●				●					●	●
North Dakota					●	●	●	●				●							
Puerto Rico: EP	●				●	●	●	●				●							
Puerto Rico: HSEP		●			●	●		●				●							
Rhode Island	●	●			●		●				●	●							
South Carolina	●	●			●	●	●	●										●	
South Dakota		●			●	●	●	●				●							
Tennessee	●					●	●	●	●			●							
Texas					●		●					●							
Virginia	●	●			●	●	●	●		●		●							
Virgin Islands	●				●	●	●	●				●							
West Virginia	●	●			●	●	●	●					●			●		●	
Programs	20	27	2	3	36	25	32	22	7	5	13	34	5	1	0	3	0	4	5
States	20	22	1	3	30	21	30	18	5	5	12	26	5	1	0	3	0	4	5

10. Which of the following cognitive areas are being tested?

a. Aptitude, intelligence or scholastic aptitude
b. English
c. Foreign language
d. Health
e. Mathematics
f. Natural science
g. Reading
h. Social science
i. Vocational
j. Writing
k. Other

11. Which of the following noncognitive areas are being tested?

a. None
b. Attitudes
c. Citizenship
d. Creativity
e. Interests
f. Personal values
g. Self-concept
h. Other

Instrumentation

	Q. 12		Q. 13							Q. 14				
	Yes	No	a	b	c	d	e	f		a	b	c	d	e
Alabama		●								●			●	
Arizona	●						●							●
Arkansas		●								●				
California		●											●	●
Colorado	●				●			●			●		●	
Delaware	●				●		●						●	
District of Columbia	●					●	●					●	●	●
Florida: 12th grade	●						●			●	●		●	
Florida: 5th grade	●						●	●						●
Georgia		●								●				
Hawaii		●												●
Idaho		●								●				
Illinois	●			●										●
Iowa: FTP		●												●
Iowa; IBSP	●							●						●
Kansas		●											●	●
Massachusetts	●			●									●	
Minnesota: MSTP		●								●				●
Mississippi		●											●	
Nebraska		●											●	
Nevada	●				●					●				
New Jersey	●			●	●	●							●	
New Mexico	●				●					●			●	
New York: PEP	●				●	●				●			●	
New York: REP	●				●	●				●			●	
New York: SAEP	●				●	●							●	
New York: OETP	●				●	●							●	
New York: RSTP	●				●	●							●	
New York: HSETP		●											●	
New York: CPEP	●					●		●		●				
North Carolina	●				●			●					●	
North Dakota		●											●	
Puerto Rico: EP	●			●	●								●	
Puerto Rico: HSEP	●				●								●	
Rhode Island		●								●		●		●
South Carolina		●											●	●
South Dakota		●												●
Tennessee		●										●	●	
Texas		●											●	●
Virginia		●											●	
Virgin Islands		●								●			●	
West Virginia		●								●				
Programs	21	21	0	4	13	8	5	5		14	2	3	27	14
States	14	21	0	4	8	3	4	5		12	2	3	21	13

12. Were any measures tailor-made or revised for use in the program?

13. Who developed these tailor-made tests?

    a. Consultants
    b. Outside contractors
    c. State education agency
    d. Committees of teachers, curriculum specialists, guidance counselors, etc.
    e. Other
    f. Test Publisher

14. Who selected the tests used in the program?

    a. Committee (teachers, curriculum specialists, guidance counselors, etc.)
    b. Consultants
    c. Directors of Testing
    d. State education agency
    e. Other

Data Collection and Processing

	Q. 15													Q. 16				Q. 17								Q. 18					
	a	b	c	d	e	f	g	h	i	j	k	l	m	a	b	c	d	a	b	c	d	e	f	g	h	a	b	c	d	e	f
Alabama	●							◑	●					●	●							●				●		●		●	
Arizona					●									●							●					●	●	●	●		●	
Arkansas					●												●							●		●		●				
California		●	●	●	●	●		●	●					●		●					◑					●	●	●	●	●		
Colorado								●						●	●	●	●						●						●	●		●
Delaware													●	●	●	●								●			●		●		
District of Columbia	●								●					●											●		●			●	
Florida: 12th grade	●	●															●					●					●				
Florida: 8th grade								●								●					●					●	●	●	●		
Georgia	●													●	●						●					●		●		●	
Hawaii	●	●															●					●						●		●	
Idaho		●													●								●					●		●	
Illinois	●	●	●												●	●							●					●			
Iowa: FTP	●	●															●				●					●		●		●	
Iowa: IBSP	●	●	●	●	●	●	●	●	●	●							●				●					●		●		●	
Kansas	●	●															●							●		●		●	●	●	
Massachusetts													●	●							●			●							●
Minnesota: MSTP		●						●							●	●							●								●
Mississippi								●						●	●									●		●		●			
Nebraska		●													●									●		●		●			
Nevada		●							●					●			●				●					●		●		●	●
New Jersey			●											●		●					●										●
New Mexico		●						●						●								●		●		●		●			
New York: PEP		●												●				●	●									●			●
New York: REP					●					●		●		●											●			●			●
New York: SAEP										●				●											●						●
New York: OETP										●				●											●						●
New York: RSTP		●												●	●							●						●			
New York: HSETP	●	●	●	●	●	●	●	●	●	●	●	●					●					●						●			
New York: CPEP			●			●			●			●					●					●	●					●			
North Carolina								●									●				●							●	●	●	
North Dakota	●													●	●	●								●		●		●	●		
Puerto Rico: EP	●							●							●	●	●					●						●			
Puerto Rico: HSEP	●	●	●	●	●	●	●	●	●	●	●	●					●					●									●
Rhode Island		●	●					●	●					●							●			●		●		●			
South Carolina		●							●					●										●		●		●			
South Dakota	●	●													●									●		●		●			
Tennessee													●				●						●								
Texas	●														●									●						●	
Virginia													●				●							●					●	●	
Virgin Islands													●	●	●			●						●						●	
West Virginia		●					●										●					●				●	●	●	●		
Programs	15	20	8	4	7	5	4	13	10	6	2	4	5	21	15	9	16	2	1	0	11	9	7	15	3	20	4	33	7	21	12
States	13	18	7	4	6	4	4	12	9	3	2	2	5	17	15	9	13	2	1	0	10	6	7	15	1	19	4	27	7	20	9

15. What months of the school year are the tests administered?

a. September
b. October
c. November
d. December
e. January
f. February
g. March
h. April
i. May
j. June
k. July
l. August
m. Other

16. Who is responsible for giving the tests, inventories etc. for the program?

a. Classroom teachers
b. Guidance counselors
c. School administrative staff
d. Other

17. Who is responsible for scoring the tests?

a. Local school
b. Local school district
c. Intermediate education agency
d. Outside contractors (who?)
e. State education agency
f. College or university
g. Test publisher
h. Other

18. What types of norms are used?

a. Local
b. County
c. State
d. Regional
e. National
f. Other

Use of Data

	Q. 19 a	b	c	d	e	f	g	h	i	j	k	l	Q. 20 a	b	c	d	e	f	Q. 21 a	b	c	d	e	f	Q. 22 a	b	c	d	e	f	g	h
Alabama		●			●	●								●	●				●						●	●	●					
Arizona												●		●		●	●		●					●	●		●		●			
Arkansas		●				●	●							●					●		●				●	●						
California	●		●	●		●	●							●	●	●	●		●			●		●	●			●				●
Colorado	●			●			●	●							●	●	●		●	●					●	●	●	●		●		
Delaware		●	●	●										●	●	●	●		●						●		●			●		
District of Columbia		●		●	●	●	●							●	●				●		●				●	●	●	●	●	●	●	
Florida: 12th grade					●						●	●		●	●	●				●					●	●						
Florida: 8th grade		●	●		●	●	●								●	●				●					●	●						
Georgia		●	●		●	●	●							●	●	●	●		●			●	●		●	●	●	●	●	●		
Hawaii		●			●	●	●					●		●	●	●	●		●			●			●	●	●				●	●
Idaho		●	●		●		●								●	●			●	●					●	●						
Illinois		●	●		●	●									●	●				●					●	●	●					
Iowa: FTP		●	●			●	●	●							●					●					●							
Iowa; IBSP		●	●			●	●	●						●	●	●				●					●	●	●	●	●	●	●	
Kansas		●	●		●	●	●	●						●	●	●			●												●	
Massachusetts												●		●	●	●	●		●						●						●	
Minnesota: MSTP					●					●	●	●		●	●	●				●					●	●	●					
Mississippi		●			●	●	●							●	●	●			●		●				●	●	●	●	●	●	●	
Nebraska		●			●							●		●	●				●		●					●						
Nevada							●							●		●			●						●		●					
New Jersey	●	●		●		●	●							●					●						●	●	●					
New Mexico	●	●	●	●	●	●	●			●	●			●	●	●	●		●							●	●	●		●		●
New York: PEP	●	●	●	●		●	●					●		●	●	●			●						●							
New York: REP		●			●	●		●				●		●		●			●						●	●	●					
New York: SAEP		●				●	●					●	●																			
New York: OETP		●				●	●					●	●																			
New York: RSTP	●										●	●				●			●												●	
New York: HSETP											●	●	●																			
New York: CPEP										●		●	●																			
North Carolina						●	●					●		●	●	●	●		●			●			●	●	●			●	●	
North Dakota		●				●	●							●					●						●	●	●					
Puerto Rico: EP			●		●							●		●					●			●	●		●	●	●					●
Puerto Rico: HSEP											●	●		●																		
Rhode Island		●	●			●	●	●						●	●			●		●					●	●	●					
South Carolina	●			●	●	●	●	●	●					●	●	●	●		●		●		●		●							
South Dakota		●			●	●	●					●		●	●				●		●				●	●	●					
Tennessee		●	●	●	●	●	●							●	●	●			●	●					●	●	●	●	●	●		
Texas		●			●									●								●	●			●	●					
Virginia		●			●									●	●				●		●	●			●	●	●					
Virgin Islands		●			●	●	●					●		●					●						●		●			●		
West Virginia		●			●	●	●			●				●	●	●			●	●	●		●		●	●	●					
Programs	7	18	14	9	23	26	26	6	1	5	6	17	5	31	27	24	11	0	30	10	10	6	5	2	32	26	25	8	6	10	5	7
States	6	24	13	9	22	22	23	5	1	5	5	10	2	30	25	21	11	0	28	8	10	6	5	2	29	25	25	8	6	10	5	7

19. How are the results of the program used?

    a. Allocation of state or federal funds
    b. Instruction
    c. Comparative analysis across schools
    d. Identification of exemplary programs
    e. Guidance
    f. Program evaluation
    g. Program planning
    h. Public relations
    i. Teacher evaluation
    j. College placement
    k. College admissions
    l. Other

20. What efforts are undertaken to assist local interpretation and use of program results?

    a. None
    b. Workshops
    c. Consulting
    d. Publications
    e. Audio-visual aids
    f. Other

21. Who provides this help?

    a. State education agency
    b. College or university
    c. Test publisher
    d. Local education agency
    e. County or district education agency
    f. Other

22. For whom is this assistance provided?

    a. Administrators
    b. Guidance counselors
    c. Classroom teachers
    d. Community groups
    e. PTA
    f. School boards
    g. Students
    h. Other

Dissemination

	Q. 23								Q. 24																	Q. 25				
	a	b	c	d	e	f	g	h	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o		a	b	c	d	e
Alabama		●			●	●								●	●												●		
Arizona		●	●		●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●				●		
Arkansas		●				●		●	●					●	●													●	
California		●	●	●	●	●			●	●	●	●	●	●	●				●	●	●					●	●		
Colorado		●			●			●	●	●	●	●	●	●	●						●	●				●				
Delaware		●			●	●	●	●						●			●	●				●					●		
District of Columbia					●	●	●	●	●			●	●					●									●	●	
Florida: 12th grade		●	●			●		●	●					●	●	●		●			●					●			
Florida: 8th grade		●	●	●	●			●					●	●	●	●	●	●		●						●				
Georgia		●	●	●	●	●	●	●	●			●	●	●	●	●		●		●	●					●	●		
Hawaii		●		●	●	●	●		●	●	●	●	●	●	●	●	●	●		●	●						●		
Idaho		●		●	●		●						●		●	●		●			●						●		
Illinois					●		●								●	●									●				
Iowa: FTP						●	●							●		●				●						●			
Iowa: IBSP		●			●	●	●							●		●	●	●		●					●				
Kansas					●	●	●							●	●												●	●	
Massachusetts		●				●	●								●								●				●		
Minnesota: MSTP		●			●	●		●						●	●	●	●	●		●	●		●		●				
Mississippi					●	●	●		●					●	●													●	
Nebraska		●				●	●								●								●				●	●	
Nevada		●				●	●						●	●	●			●		●							●		
New Jersey		●	●	●	●			●	●	●	●	●	●	●	●	●	●		●				●				●		●
New Mexico		●				●	●	●	●		●	●	●	●	●		●	●	●	●							●	●	
New York: PEP		●			●	●			●					●	●												●		●
New York: REP		●				●		●	●						●	●							●				●		
New York: SAEP	●																							●					
New York: OETP	●																							●					
New York: RSTP							●					●			●	●											●		
New York: HSETP								●							●						●	●					●		
New York: CPEP								●							●						●						●		
North Carolina		●						●	●	●	●	●	●	●	●			●	●			●	●				●		
North Dakota		●			●	●			●					●	●												●		
Puerto Rico: EP		●			●	●	●		●					●	●	●						●					●		
Puerto Rico: HSEP								●	●							●						●					●		
Rhode Island		●			●	●	●	●	●				●	●	●			●	●	●						●	●	●	●	
South Carolina		●	●	●	●	●	●	●	●			●	●	●	●	●		●		●		●					●	●	●	
South Dakota		●			●	●		●	●					●	●													●	
Tennessee		●			●	●		●														●			●				
Texas		●			●	●	●	●	●					●	●			●		●							●		
Virginia		●	●		●	●	●	●	●				●							●		●						●	
Virgin Islands						●	●	●							●	●				●							●	●	
West Virginia		●	●			●	●	●	●	●	●			●	●	●		●				●	●				●		
Programs	2	30	9	24	33	20	28	13	23	7	8	11	16	27	31	20	8	17	6	15	12	16	2		8	4	29	11	3
States	1	28	8	24	31	19	25	11	21	7	8	11	16	25	28	14	8	16	6	14	11	14	1		7	4	24	11	3

23. What kinds of reports are prepared?

a. None
b. State summaries
c. County summaries
d. School system summaries
e. School summaries
f. Class summaries
g. Student reports
h. Other

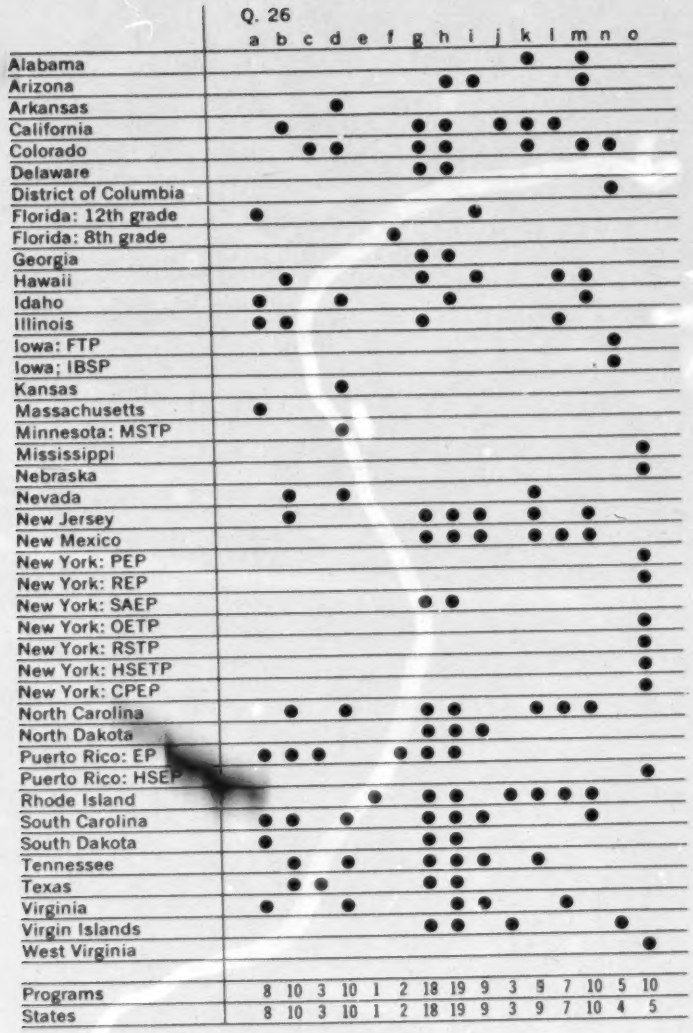
24. Who receives a copy of the program reports?

a. State education agency
b. Governor
c. Legislature
d. Newspapers
e. State Board of Education
f. School districts
g. Schools
h. Students
i. Parents
j. Principals
k. Teacher organizations
l. Teachers
m. Colleges or universities
n. Other
o. None

25. Who prepares the reports?

a. College or university
b. Outside contractors
c. State education agency
d. Test publisher
e. Other

Future Changes



26. Which of the following elements in your program are most likely to change in the near future?

a. Goals or objectives
b. Target population
c. Policy control
d. Funding
e. Coordination
f. Administration of tests
g. Areas assessed
h. Tests
i. Data processing procedures
j. Norms
k. Use of data
l. Interpretive materials
m. Dissemination of results
n. Other
o. None